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ABSTRACT

The author offers curriculums, teaching guides, assessment instruments, and course descriptions for teaching independent living skills to handicapped adolescents and young adults. A guide on cooking and eating is designed to teach students how to use cooking utensils, cook healthy meals, plan nutritious meals, shop wisely, and budget food expenses. A separate course description outlines a program for teaching students to fix sandwiches, make soup, and fix simple snack items. A curriculum guide on money management focuses on basic money skills and consumer mathematics. A checklist of math and money skills is included as well as a mathematics pretest. A "General Experience Course for Students Unable to Take Academic Courses" is geared toward helping students work on basic communication skills and on developing gross and fine motor skills. A leisure time activities guide has three general goals--to develop and broaden interests in a variety of leisure activities, to become independent in initiating and engaging in leisure time activities, and to learn to make decisions and choices about the use of leisure time. In an independent living seminar, students discuss problems they are having and try to come up with solutions as a group. A current events class is outlined which emphasizes listening to, understanding, and discussing national and world news. A curriculum on how to talk to people covers such topics as faults in conversation, adjustment to other people, and nonverbal communication. Students learn principles of good grooming and techniques for improving their appearance in a curriculum titled "Looking Your Best." Also outlined are two brief courses on weight control and clothing maintenance. A checklist of reading skills is also provided. (SW)

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INDEPENDENT LIVING SKILLS GUIDE

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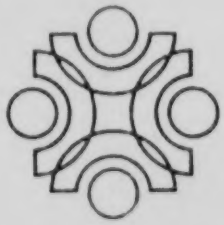
PLANNING AND
COOKING TO
EAT RIGHT



CLASS _____

TEACHER _____ PHONE # _____

_____ _____

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NEW AGE
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PLEASE RETURN AT END OF SEMESTER

COURSE DESCRIPTIONS:

COOKING: LEARN ABOUT COOKING UTENSILS, HOW TO USE THEM SAFELY AND COOK SIMPLE, HEALTHY MEALS.

ADVANCED COOKING: LEARN TO PLAN NUTRITIOUS MEALS, SHOP WISELY AND BUDGET FOOD EXPENSES.

GENERAL GOALS:

1. THE STUDENT WILL FOLLOW RECIPES TO PREPARE NUTRITIOUS MEALS.
2. THE STUDENT WILL LEARN TO USE KITCHEN MATERIALS AND EQUIPMENT SAFELY.
3. THE STUDENT WILL BECOME MORE INDEPENDENT IN PREPARING HIS/HER OWN MEALS.

TOPICS:

A. EQUIPMENT AND MATERIALS

B. READING RECIPES AND PLANNING MEALS

C. SAFETY AND MANNERS

TEST

1. NAME THE FOUR BASIC FOOD GROUPS

    1.

    2.

    3.

    4.

2. WHICH IS LARGER

    A TEASPOON OR A TABLESPOON?

    ½ CUP OR ¼ CUP?

    1 CUP OR ½ CUP?

    ¼ CUP OR ½ CUP?

    ¼ TEASPOON OR ½ TEASPOON?

3. LIST ONE BALANCED MEAL.

4. MEASURE:

    ¼ CUP RICE

    1 CUP WATER

    1 TEASPOON SALT

    1 TABLESPOON BUTTER

5. IDENTIFY THE FOLLOWING:

    VEGETABLE PEELER

    GRATER

    FRYING PAN

    SPATULA

    CUTTING BOARD

    POT HOLDERS

6. DO THE FOLLOWING:

PEEL A POTATO

SLICE A TOMATO

DICE AN ONION

READ OUT LOUD IF NECESSARY

OBJECTIVES FOR EQUIPMENT AND MATERIALS

1. THE STUDENT WILL INDEPENDENTLY PREPARE HIMSELF FOR COOKING BY WASHING HIS HANDS.

2. THE STUDENT WILL IDENTIFY AND DEMONSTRATE THE CORRECT USE OF THE FOLLOWING ITEMS: CUTTING BOARD, PARING AND BUTCHER KNIVES, FRYING PAN, POT HOLDERS, TIMER, STOVE, CAN OPENER, GRATER, PEELER, TONGS AND SPATULA.

3. THE STUDENT WILL INDEPENDENTLY DEMONSTRATE: DICING AN ONION, PEELING A POTATO, SLICING A TOMATO, SPREADING BUTTER.

4. THE STUDENT WILL INDEPENDENTLY DEMONSTRATE THE USE OF THE FOLLOWING: MIXER, TOASTER, TOASTER-OVER, BLENDER, CAN OPENER, CROCK POT, POPCORN POPPER.

A. EQUIPMENT AND MATERIALS

WHAT TO TEACH

1. PREPARING YOURSELF FOR COOKING: WASHING HANDS, USING KLEENEX, PUTTING ON AN APRON, ETC.
2. USE OF GAS AND ELECTRIC STOVES.
3. ELECTRICAL APPLIANCES AND THEIR USE: MIXER, TOASTER, TOASTER-OVEN, BLENDER, CAN OPENER, CROCK POT, POPCORN POPPER.
4. DIFFERENT KINDS OF KNIVES AND CUTTING: PEELING, CARVING, SPREADING, SLICING, DICING, CHOPPING.
5. KITCHEN UTENSILS AND THEIR USE: TIMER, POT-HOLDERS, CAN OPENER, SPATULA, VEGETABLE BRUSH, TONGS, GRATER, CUTTING BOARD, LONG-HANDLED FORK AND SPOON, SLATTED SPOON, CAKE KNIFE, ETC.

HOW TO TEACH

DISCUSS THE IMPORTANCE OF GOOD HYGIENE IN THE KITCHEN, EXPLAIN THE CONCEPT OF CONTAMINATION, GERMS, ETC.

MAKE A LIST OF APPROPRIATE AND INAPPROPRIATE BEHAVIOR IN THE KITCHEN.

PRACTICE WASHING HANDS BEFORE COOKING. DECIDE WHETHER EVERYONE GOT THEIR HANDS CLEAN ENOUGH OR NOT.

PREPARE FOOD THAT REQUIRES PEELING, CHOPPING, SLICING. FOR EXAMPLE: WALDORF SALAD, FRUIT SALAD, STEW, SOUP, COLESLAW, VEGETABLE SALAD.

DISCUSS KITCHEN UTENSILS AND THE CORRECT USE OF EACH ONE. HAVE STUDENTS DEMONSTRATE THEIR USE.

BRING IN ELECTRICAL APPLIANCES AND DEMONSTRATE HOW TO USE THEM. HAVE STUDENTS DEMONSTRATE THOSE APPLIANCES THEY ARE FAMILIAR WITH.

READ A RECIPE OUTLOUD AND HAVE A STUDENT DESCRIBE WHAT SHOULD BE DONE AT EACH STEP AND WHAT UTENSILS SHOULD BE USED.

MAKE A LIST OF FOOD THAT IS PREPARED IN THE OVEN, IN THE BROILER, ON THE STOVE, IN THE REFRIGERATOR, IN THE FREEZER, ON THE BARBEQUE, IN A SPECIAL APPLIANCE (TOASTER, ELECTRIC, FRYING PAN, BLENDER, ETC.), WITHOUT ANY COOKING AT ALL.

OBJECTIVES FOR READING RECIPES AND PLANNING MEALS

1. THE STUDENT WILL INDEPENDENTLY PREPARE A RECIPE BY FOLLOWING PICTURES.

2. THE STUDENT WILL DEMONSTRATE 4 COOKING TERMS. EXAMPLE: DICE, SLICE, GRATE AND PARE.

3. THE STUDENT WILL READ A RECIPE AND THEN EXPLAIN WHAT SHOULD BE DONE FIRST.

4. THE STUDENT WILL IDENTIFY THE MATERIALS NEEDED TO PREPARE A RECIPE THAT HE IS FAMILIAR WITH.

5. THE STUDENT WILL INDEPENDENTLY PREPARE A DISH BY FOLLOWING A RECIPE.

6. THE STUDENT WILL FOLLOW DIRECTIONS AND PREPARE ALL OF THE FOLLOWING: JELLO, SOUP, COOKIES.

7. THE STUDENT WILL COLLECT A FILE OF 10 RECIPES THAT HE CAN PREPARE AND EXPLAIN TO SOMEONE ELSE.

8. THE STUDENT WILL IDENTIFY MATERIALS NEEDED TO COOK A COMPLETE MEAL. EXAMPLE: HAMBURGERS, FRIES, SALAD, JUICE.

9. THE STUDENT WILL PLAN 3 BALANCED MEALS.

B. READING RECIPES AND PLANNING MEALS

WHAT TO TEACH

1. RECIPES
   - A. IDENTIFICATION OF CUPS AND SPOONS (VARIOUS SIZES)
   - B. TERMS USED IN RECIPES: BAKE, BASTE, BEAT, BLEND, BOIL, BROIL, BROWN, BRUSH, CHILL, CHOP, COMBINE, CREAM, CUBE, CUT IN, DICE, DOT, DRAIN, FLOUR, FOLD, FRY, GRATE, GREASE, KNEAD, MELT, MINCE, PARE, PIT, ROLL OUT, SAUTE, SEASON, SHRED, SIFT, SIMMER, STIR, WHIP.
   - C. HOW TO READ A RECIPE.
   - D. HOW TO READ ABBREVIATIONS.

2. PLANNING MEALS
   - A. WHAT TO BUY AND HOW MUCH
   - B. WHERE TO FIND THINGS IN THE SUPERMARKET
   - C. IDENTIFICATION OF FOOD AND HOW TO FIX IT

HOW TO TEACH

DIRECT STUDENTS THROUGH A RECIPE STEP BY STEP. DON'T ASSUME THEY CAN FOLLOW PICTURE INSTRUCTIONS. SHOW THEM AND EXPLAIN EXACTLY WHAT THE PICTURES MEAN.

PLAN A MEAL FOR 1, FOR 2, AND FOR 4 PEOPLE: INCLUDE AMOUNT OF FOOD NECESSARY.

GO TO THE STORE AND LOCATE A LIST OF ITEMS.

IDENTIFY CE REAL, MARGARINE, CANS, BOXES, MEAT PACKAGES, MILK CARTONS, EGG CARTONS BY THE SHAPE OF THE CONTAINER.

ANSWER THE FOLLOWING QUESTIONS:

HOW MUCH MILK SHOULD YOU BUY FOR 1 MEAL?
HOW MUCH HAMBURGER SHOULD YOU BUY FOR 1 MEAL?
HOW MANY CANS OF BEANS SHOULD YOU BUY FOR 1 MEAL?
HOW MANY ORANGES FOR 1 MEAL?
HOW MANY EGGS FOR 1 MEAL?

HOW MUCH OF THE FOLLOWING SHOULD YOU BUY FOR 1 WEEK?

LUNCHMEAT	FRUIT	EGGS
CHEESE	JUICE	MEAT
CEREAL	BREAD	
VEGETABLES	MILK	

IDENTIFY LABELS FROM CANS.

USE ADS IN THE NEWSPAPER AND CONNECT NAME WITH THE PICTURES ON THE CANS.

PREPARE A SNACK FOR 3 PEOPLE, A BREAKFAST FOR 4 PEOPLE, A DINNER FOR 1 PERSON, A DINNER FOR 2 PEOPLE.

DISCUSS TIMING MEALS: WHAT TO DO FIRST, SECOND, ETC.

PRACTICE MEASURING BEANS, RICE, FLOUR AND WATER.

EXPERIMENT AND ANSWER THESE QUESTIONS:

HOW MANY ½ CUPS EQUAL 1 WHOLE?
HOW MANY ¼ CUPS EQUAL ½ CUP?
HOW MANY ¼ CUPS EQUAL 1 WHOLE?
WHICH IS LARGER, A TABLESPOON OR A TEASPOON?
HOW MANY TEASPOONS EQUAL 1 TABLESPOON?

DISCUSS COOKING TERMS, HAVE STUDENTS BRING IN RECIPES AND GO OVER THEM IN CLASS.

HAVE STUDENTS DEMONSTRATE A RECIPE IN FRONT OF THE CLASS (GOOD END OF THE SEMESTER ACTIVITY).

DISCUSS EQUIVALENTS:

2 CUPS MAKE 1 PINT
4 CUPS MAKE 1 QUART
4 QUARTS MAKE 1 GALLON
4 STICKS OF BUTTER MAKE 1 POUND

DISCUSS ABBREVIATIONS USED IN RECIPES:

TEASPOON	=	T. OR TSP.
TABLESPOON	=	T. OR TBSP.
CUP	=	C.
OUNCE	=	OZ.
POUND	=	LB.
PINT	=	PT.
QUART	=	QT.
GALLON	=	GAL.

PLAN A MEAL AND DISCUSS HOW A TIMER WILL HELP. MAKE A SCHEDULE FOR PREPARING THE MEAL.

HAVE STUDENTS PLAN A MEAL INDEPENDENTLY. MAKE A MEAL SCHEDULE FOR THE MEAL.

OBJECTIVES FOR SAFETY AND MANNERS

1. THE STUDENT WILL DEMONSTRATE HOW TO USE A POTHOLDER AND DESCRIBE WHEN TO USE ONE.

2. THE STUDENT WILL DEMONSTRATE THE CORRECT PROCEDURE FOR WASHING THE DISHES.

3. THE STUDENT WILL NAME 4 SAFETY RULES TO BE ENFORCED WHEN COOKING.

4. THE STUDENT WILL TELL HOW TO IDENTIFY SPOILED FOOD.

5. WHEN GIVEN DIFFERENT EATING SITUATIONS, THE STUDENT WILL EXPLAIN APPROPRIATE BEHAVIOR IN THAT SITUATION.

6. THE STUDENT WILL DEMONSTRATE SETTING A TABLE.

C. SAFETY AND MANNERS

WHAT TO TEACH

1. SPOILED FOOD, DANGERS AND HOW TO RECOGNIZE.

2. SAFETY PRECAUTIONS

   NEVER TOUCH AN ELECTRIC APPLIANCE WHEN YOUR HANDS ARE WET.

   DON'T RUN CORDS UNDER RUGS OR OVER HOT PIPES.

   DON'T TRY TO FIX APPLIANCES YOURSELF. TAKE THEM TO AN EXPERIENCED REPAIRMAN.

   DON'T PULL ON THE CORD. USE THE PLUG TO UNPLUG APPLIANCES.

   DON'T PUT TOO MANY CORDS INTO ONE WALL OUTLET.

   DON'T STICK A FORK OR KNIFE INTO ANY APPLIANCE THAT IS PLUGGED IN.

   USE POTHOLDERS TO PICK UP HOT POTS AND PANS.

   DON'T LEAVE THE KITCHEN WHEN YOU ARE COOKING. SOMETHING COULD BURN.

3. PREVENTING CUTS

   DON'T PUT KNIVES INTO DISH WATER. YOU COULD CUT YOURSELF WHEN YOU PICK THEM UP.

   PICK UP BROKEN GLASS WITH A BROOM AND DUST PAN NOT YOUR FINGERS.

   USE A SMALL KNIFE FOR PEELING.

   DON'T CUT TOWARDS YOURSELF. CUT AWAY FROM YOUR BODY.

4. CLEANING UP

   A. WASH YOUR HANDS

   B. RINSE OFF DISHES

   C. FILL SINK WITH HOT WATER AND SOAP

   D. WASH DISHES IN THIS ORDER: GLASSES, SILVERWARE, PLATES, POTS AND PANS.

E. RINSE DISHES WITH CLEAN WATER
F. STACK DISHES TO DRY
G. CLEAN COUNTERTOPS, STOVE AND TABLE
H. SWEEP FLOOR

5. MANNERS IN DIFFERENT SITUATIONS: A PICNIC, A FORMAL DINNER, A BRUNCH, A BREAKFAST, GOING OUT FOR PIZZA, OUT AND AT HOME.

6. DIFFERENT WAYS TO SET A TABLE.

7. WHAT IS NEEDED ON A TABLE.

HOW TO TEACH

DISCUSS HOW SPOILED FOOD LOOKS, SMELLS, FEELS AND WHAT TO DO IF YOU THINK IT IS SPOILED.

MAKE A LIST OF SAFETY RULES FOR THE KITCHEN.

LET EACH STUDENT DEMONSTRATE PROCEDURE FOR CLEANING UP.

DISCUSS APPROPRIATE AND INAPPROPRIATE BEHAVIOR WHEN EATING.

MAKE A LIST OF TABLE MANNERS.

PRACTICE SETTING A TABLE FOR DINNER, USING VARIOUS EATING UTENSILS. DISCUSS PROPER WAY TO HANDLE CLEAN DISHES AND WHAT DIFFERENT DISHES ARE CALLED. EXAMPLE: SOUP BOWL, SALAD PLATE, CUP AND SAUCER, DINNER PLATE, BUTTER PLATE, JUICE GLASS, WATER GOBLET, WINE GLASS.

MAKE SAFETY POSTERS ILLUSTRATING SAFETY RULES.

Resources

Text: Pictorial Cookbook Ralston Purina Consumer Services

Getting Ready To Cook Fearan Pitman Publishing

Young Homemakers Cookbook Pitman Learning, Inc.

National Dairy Council Resource Kit

CHECKLIST OF READING SKILLS

NAME _____

Pre-Reading

_____ Student can recognize his own name in print.

_____ Student can recognize his own name in writing.

_____ Student can print his full name.

_____ Student can write his full name.

_____ Student can pick out differences in letters.

_____ Student can pick out differences in words.

_____ Student can name the letters of the alphabet.

_____ Student can match capital and small letters.

_____ Student can identify beginning sounds.

_____ Student can identify ending sounds.

_____ Student can identify rhyming words.

Use of Language

_____ Student identifies pictures of common objects.

_____ Student initiates conversation/communication.

_____ Student speaks in complete sentences.

_____ Student can discuss a topic without going off the topic.

_____ Student can answer questions about a story that is read to him.

Sight Words

_____ Student can read _____ of the 220 Dolch words.

_____ Student reads material on approximately ____ grade level.

_____ Student tries to figure out unknown words.

_____ Student substitutes words that make sense when reading.

Student uses following cues to figure out unknown words:

_____ beginning sounds

_____ word endings (-ill, -an, -ack)

_____ context (other words around the unknown word)

_____ prefixes

_____ suffixes

_____ root words

_____ compound words

_____ dividing word into syllables.

Understanding

After reading a story, the student can answer questions about:

_____ facts

_____ sequence of events

_____ main idea

_____ figurative language

_____ cause and effect

_____ drawing conclusions

_____ predicting outcomes

_____ judging

Problems

What do you want to learn to read? _____

_____

_____

Describe what problems you have in your reading _____

_____

_____

_____

What things do you read? _____

_____

_____

_____ Do you have trouble remembering what you read?

_____ Do letters get jumbled up?

_____ Do you have trouble finding things you can read?

_____ Do you say words wrong alot?

_____ Do you sometimes have trouble hearing what people say to you?

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MATHEMATICS PRETEST

adding 1 digi numbers

$$\begin{array}{r} 4 \\ +6 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +1 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ +9 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ +5 \\ \hline \end{array}$$

adding with regrouping (carrying)

$$\begin{array}{r} 65 \\ +97 \\ \hline \end{array} \qquad \begin{array}{r} 695 \\ +968 \\ \hline \end{array} \qquad \begin{array}{r} 712 \\ +989 \\ \hline \end{array} \qquad \begin{array}{r} 312 \\ +479 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ -2 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ -1 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ -4 \\ \hline \end{array}$$

17 +21	365 +232	$21.64 + 35.20	adding 2 digi numbers

$19.50 -16.89	$20.00 - 14.79	$15.70 - 8.90	subtracting money

78 -69	212 -187	365 -239	821 - 799	subtracting with regrouping (borrowing)

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ \times 5 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ \times 4 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$$

multiplying 1 digit numbers

$$\begin{array}{r} 68 \\ \times 21 \\ \hline \end{array} \qquad \begin{array}{r} 79 \\ \times 83 \\ \hline \end{array} \qquad \begin{array}{r} 60 \\ \times 17 \\ \hline \end{array} \qquad \begin{array}{r} 52 \\ \times 35 \\ \hline \end{array}$$

multiplying digit number

$3\overline{)9}$ $9\overline{)18}$ $7\overline{)21}$ $8\overline{)32}$

dividing 1 digit numbers

$75\overline{)2152}$ $16\overline{)891}$ $29\overline{)2310}$

division with remainders

CHECKLIST OF MATH & MONEY SKILLS

NAME_____

MONEY

	Student can name:	Student can give value of:
penny	_____	_____
nickel	_____	_____
dime	_____	_____
quarter	_____	_____
half-dollar	_____	_____
$1.00 bill	_____	_____
$5.00 bill	_____	_____
$10.00 bill	_____	_____
$20.00 bill	_____	_____

_____ Student can count pennies to _____.

_____ Student can count nickles to _____.

_____ Student can count dimes to _____.

_____ Student can count quarters to _____.

_____ Student can count half-dollars to _____.

_____ Student can count $1.00 bills to _____.

_____ Student can count $5.00 bills to _____.

_____ Student can count $10.00 bills to _____.

_____ Student can count $20.00 bills to _____.

Student can tell the following coin equivalents:

_____ #____ pennies = a nickel.

_____ _____ pennies = a dime.

_____ #_____ pennies = a quarter.

_____ _____ pennies = a half-dollar.

_____ _____ pennies = $1.00.

_____ _____ nickels = a dime.

_____ _____ nickels = a quarter.

_____ _____ nickels = a half-dollar.

_____ _____ nickels = $1.00.

_____ _____ dimes = a quarter.

_____ _____ dimes = half dollar.

_____ _____ dimes = $1.00.

_____ _____ quarters = half-dollar.

_____ _____ quarters = $1.00

_____ _____ half-dollars = $1.00.

Student can count the following combinations:

_____ pennies and nickels.

_____ pennies and dimes.

_____ pennies and quarters.

_____ pennies and half-dollars.

_____ nickels and dimes.

_____ nickels and quarters.

_____ nickels and half-dollars.

_____ dimes and quarters.

_____ dimes and half-dollars.

_____ quarters and half-dollars.

_____ pennies, nickels and dimes.

_____ pennies, nickels, dimes and quarters.

_____ pennies, nickels, dimes, quarters and half-dollars.

CHECKLIST OF MATH & MONEY SKILLS

Student can write money numbers:

_____ from $.01 to $1.00.

_____ from $1.00 to $10.00.

_____ from $10.00 to $100.00.

_____ Student can give change from $1.00.

_____ Student can give change from $5.00.

_____ Student can give change from $10.00.

Problems: _____

_____

_____

ARITHMETIC

_____ Student recognizes numbers 1 - 25.

_____ Student writes numbers 1 - 25.

_____ Student adds 1 digit numbers.

_____ Student adds 2 digit numbers.

_____ Student adds 3 digit numbers.

_____ Student adds 4 digit numbers.

_____ Student adds when carrying is required.

_____ Student subtracts 1 digit numbers.

_____ Student subtracts 2 digit numbers.

_____ Student subtracts 3 digit numbers.

_____ Student subtracts 4 digit numbers.

_____ Student subtracts when borrowing is required.

CHECKLIST OF MATH & MONEY SKILLS

_____ Student multiplies 1 digit numbers.

_____ Student multiplies 2 digit numbers.

_____ Student divides a 1 digit number.

_____ Student divides a 2 digit number.

_____ Student reads fractions.

_____ Do you own a calculator?

_____ Do you know how to use it?

_____ Do you have a checking account?

_____ Do you need help balancing it?

What math skills would you like to learn? _____

_____

_____

What things do you need help with in math?_____

_____

_____

What things do you spend your money on? _____

_____

_____

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READING ASSESSMENT

PRINT OR WRITE YOUR NAME_____

READ THESE LETTERS(CIRCLE CORRECT ITEMS)

L	K	J	H	G	F	D	S	A	Q	W	E	R
T	Y	U	I	O	P	M	N	B	V	C	X	Z
c	i	j	o	s	k	l	p	z	m	b	x	q
r	t	a	v	x	o	d	f	g	h	n	u	y

FIND THE MISSING WORD

1. I AM _____.
   SO SAD DO FARM

2. THE MAN IS _____.
   APPLE THE BIG AT

3. THE LADY COOKED _____.
   TABLE WAS RAN MEAT

4. I LIKE _____.
   WAS HIM TO AND

5. WE WILL GO _____.
   ME SOON LET MANY

6. YOU COULD SEE THE _____.
   HOUSE KEEP FAST BEFORE

7. READING MAKES ME _____.
   HAVE TIRED JOB SIGHT

DOLCH WORD LIST (STOP WHEN THE STUDENT MISSES 4 WORDS IN ONE COLUMN)

a	all	after	always	about
and	am	again	around	better
away	are	an	because	bring
big	at	any	been	carry
blue	ate	as	before	clean
can	be	ask	best	cut
come	black	by	both	done
down	brown	could	buy	draw
find	but	every	call	drink
for	came	fly	cold	eight
funny	did	from	does	fall
go	do	give	don't	far
help	eat	going	fast	full
here	four	had	first	got
I	get	has	five	grow
in	good	her	found	hold
is	have	him	gave	hot
it	he	his	goes	hurt
jump	into	how	green	if
little	like	just	its	keep
look	must	know	made	kind
make	new	let	many	laugh
me	no	live	off	light
my	now	may	or	long
not	on	of	pull	much
one	our	old	read	myself
play	out	once	right	never
red	please	open	sing	only
run	pretty	over	sit	own
said	ran	put	sleep	pick
see	ride	round	tell	seven
the	saw	some	their	shall
three	say	stop	these	show
to	she	take	those	six
two	so	thank	upon	shall
up	soon	them	us	start
we	that	think	use	ten
where	there	walk	very	today
yellow	they	were	wash	together
you	this	when	which	try
	too		why	warm
#correct	under	#correct	wish	
_____	want	_____	work	#correct
40	was	40	would	_____
	well		write	41
	went		your	
	what			
	white		#correct	
	who		_____	
	will		46	
	with			
	yes			
	#correct			
	_____			
	52			

1. HAVE THE STUDENT READ THE FOLLOWING PARAGRAPHS OUTLOUD.
2. THEN READ HIM THE QUESTIONS AND WRITE DOWN HIS ANSWERS.
3. THE LEVEL AT WHICH HE MISSES FEWER THAN 5 WORDS AND CAN ANSWER ALL THE QUESTIONS CORRECTLY IS HIS READING LEVEL.

P

THE DOG COULD NOT WALK. A GIRL SAW IT. SHE TOOK IT HOME. THE DOG STAYED THERE FOR 3 DAYS. SHE HELPED THE DOG WALK AGAIN.

1. WHAT WAS WRONG WITH THE DOG?_____
2. WHAT DID THE GIRL DO?_____
3. DID THE DOG BELONG TO THE GIRL?_____

1

THE BOY ASKED HIS MOTHER TO READ A STORY. SHE READ A STORY ABOUT ANIMALS. IT TOLD WHAT ANIMALS EAT AND WHERE THEY LIVE. THE LITTLE BOY LIKED THE BOOK. HE DID NOT SAY A THING. HE LOOKED AT THE PICTURES.

1. WHAT DID THE MOTHER DO?_____
2. WHAT WAS THE BOOK ABOUT?_____
3. DID THE BOY ENJOY THE STORY?_____
4. HOW OLD DO YOU THINK THIS BOY IS?_____WHY?_____
_____

2

THE SUMMER I WAS FIVE WAS A HAPPY TIME FOR ME. MY GRANDFATHER SHOWED ME HOW TO RIDE A BIKE. GRANDFATHER TOOK ME TO THE PARK AND HELPED ME GET ON THE BIKE. I LOOKED AT HIM AND HE COULD SEE THAT I WAS AFRAID. "COME ON, NOW," GRANDFATHER SAID, "YOU MUST LEARN NOT TO BE AFRAID." HE GAVE ME A PUSH. THE BIKE WENT A LITTLE AND THEN FELL OVER. IT TOOK MANY FALLS UNTIL I WAS ABLE TO RIDE THE BIKE.

1. WHAT DID THE GRANDFATHER TEACH THE BOY?_____
2. HOW DID THE CHILD FEEL WHILE LEARNING TO RIDE A BIKE?_____
   _____
3. HOW DID THE CHILD FEEL TOWARDS HIS GRANDFATHER?_____
   _____
4. HOW OLD DO THINK THE AUTHOR IS NOW?_____
   HOW DO YOU KNOW?_____

3

MANY PEOPLE GROW CACTUS PLANTS. THEY GROW THE PLANTS IN THEIR HOUSES, IN GARDENS AND IN WINDOW BOXES. THESE PEOPLE HAVE THEIR OWN CLUB AND THEIR OWN NEWSPAPER.

CACTUS PLANTS CAN LIVE IN VERY HOT WEATHER AND WITHOUT MUCH WATER. THE PLANTS HAVE VERY LONG ROOTS WHICH GET WATER FROM DEEP IN THE GROUND. MOST CACTUS HAVE SHARP POINTS CALLED SPINES. THE SPINES PROTECT THE PLANT FROM ANIMALS WHO MIGHT EAT THEM.

1. WHAT HOBBY DOES THIS STORY TELL ABOUT?_____
2. WHAT KIND OF WEATHER DO CACTUS PLANTS LIKE?_____
3. WHAT ARE SPINES?_____

4

I WAS VERY TIRED AND IT WAS GETTING DARK WHEN I CAME OUT OF THE WOODS. I SAW A LOG CABIN WITH BOARDED UP WINDOWS AND DECIDED TO STAY THERE FOR THE NIGHT. I COULD FIND THE OTHERS IN THE MORNING. I BUILT A FIRE AND SHUT THE DOOR SO I COULD NOT HEAR THE NIGHT NOISES.

1. HOW DOES THIS PERSON FEEL?_____
2. DOES HE KNOW WHERE HE IS?_____
3. WHERE IS HE GOING TO SLEEP?_____
4. WHAT TIME OF DAY IS IT?_____

5

THE HOUSE GREW QUIET. IT WAS CLEAR THAT EVERYONE WAS SLEEPING BUT TOM. NO ONE HAD THOUGHT TO BRING HIM DINNER. HE WAS HUNGRY AND DIDN'T THINK HE WOULD BE ABLE TO FALL ASLEEP. NOW HE WAS SORRY HE HAD RUSHED FROM DINNER IN ANGER. THE ARGUMENT SEEMED RATHER SILLY NOW.

1. WHAT HAD TOM MISSED?_____
2. HOW DOES TOM FEEL?_____
3. WHERE DO YOU THINK TOM IS?_____
4. WHAT TIME OF DAY IS IT?_____

6

WHEN I WAS TWELVE, MY PARENTS GAVE ME A PUPPY FOR MY BIRTHDAY. HE WAS IN THE BOTTOM OF A CARDBOARD BOX IN OUR KITCHEN. I FELL IN LOVE WITH HIM IMMEDIATELY AND NAMED HIM SPARKY. I WAS TO BE RESPONSIBLE FOR HIS TRAINING AS HE GREW UP. MY BROTHER INFORMED ME THAT HIS TRAINING SHOULD START IMMEDIATELY.

1. WHAT WAS THE AUTHOR GIVEN?_____
2. DO YOU THINK THE BROTHER IS OLDER OR YOUNGER? WHY?_____
3. WHAT DID SHE NAME THE PUPPY?_____

adapted from: THE SAN DIEGO WORD LIST*
by Margaret LaPrey and Ramon Ross

DIRECTIONS: 1. Have the student read the following lists of words out loud, starting with the first list.

2. Encourage the student to read words he does not know so that you can identify the techniques he uses to figure out unknown words.

3. Write down all incorrect responses exactly as the student says them. CIRCLE ALL CORRECT RESPONSES.

4. Stop when the student misses 4 words in one list.

PP	P	1	2
see	you	road	our
play	come	live	please
me	not	thank	myself
at	with	when	town
run	jump	bigger	early
go	help	how	send
and	is	always	wide
look	work	night	believe
can	are	spring	quietly
here	this	today	carefully

3	4	5	6
city	decided	scanty	bridge
middle	served	certainly	commercial
moment	amazed	develop	abolish
frightened	silent	considered	trucker
exclaimed	wrecked	discussed	apperatus
several	improved	behaved	elementary
lonely	certainly	splendid	comment
drew	entered	acquainted	necessity
since	realized	escaped	gallery
straight	interruption	grim	relativity

7	8	9
amber	capacious	conscientious
dominion	limitation	isolation
sundry	pretext	molecule
capillary	intrigue	ritual
impetuous	delusion	momentous
blight	immaculate	vulnerable
wrest	ascent	kinship
enumerate	acrid	conservatism
daunted	binocular	jaunty
condescend	embankment	inventive

10	11
zany	galore
jerkin	rotunda
nausea	capitalism
gratuitous	prevaricate
linear	risible
inept	exonerate
legality	superannuate
aspen	luxuriate
amnesty	piebald
barometer	crunch

*Lidray, Margaret and Ross, Ramon. "The San Diego Word List: Quick Gauge of Reading Ability", Journal of Reading, January 1969.

INDEPENDENT LIVING SKILLS GUIDE

MONEY MANAGEMENT
CURRICULUM GUIDE

CLASS_____

TEACHER_____ PHONE #_____

_____ _____

_____ _____

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PLEASE RETURN AT END OF SEMESTER

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I. COURSE DESCRIPTIONS:

BASIC MONEY SKILLS-The student will learn to count money, how to make change and review basic math skills.

CONSUMER MATHEMATICS-The student will learn about shopping and buying wisely, work on handling personal finances and on improving math skills.

GENERAL GOALS:

1. The student will learn to recognize coins and bills and their values.
2. The student will be able to count money and make change.
3. The student will improve his/her basic mathematics skills.
4. The student will learn the elements of family financial management.
5. The student will practice solving consumer-related problems.

BASIC MONEY PRETEST

NAME _____

NAME THESE COINS

HOW MUCH IS EACH ONE WORTH?

NAME THESE NUMBERS

5 8 4 2 1

0 9 3 7 6

WRITE FROM 1 TO 25 OR AS FAR AS YOU CAN.

___ ___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___ ___

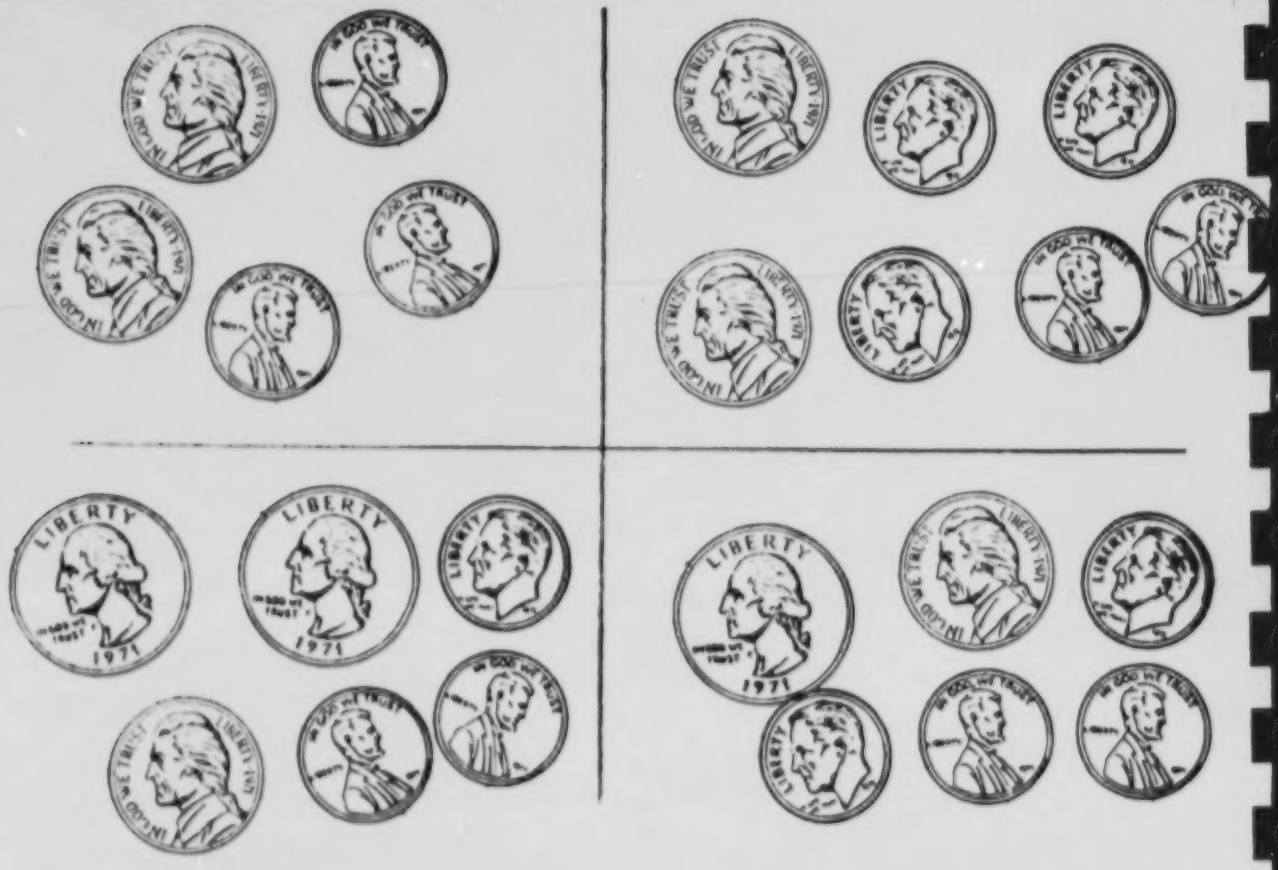
WHAT COINS MAKE 10¢ ?

WHAT COINS MAKE 25¢ ?

WHAT COINS MAKE 50¢ ?

WHAT COINS MAKE $1.00 ?

COUNT THIS MONEY.



1. IF YOU BOUGHT A LOAF OF BREAD FOR 50¢ AND GAVE THE CLERK $1.00, HOW MUCH CHANGE WOULD YOU GET?
2. IF YOU BOUGHT A CANDY BAR FOR 25¢ AND GAVE THE CLERK $1.00, HOW MUCH CHANGE WOULD YOU GET?
3. IF YOU BOUGHT A SODA FOR 75¢ AND GAVE THE CLERK $5.00, HOW MUCH CHANGE WOULD YOU GET?

BASIC MONEY SKILLS

What To Teach

1. recognition of money: penny, nickel, dime, quarter, half-dollar, dollar bill, five dollar bill, ten dollar bill, twenty dollar bill
2. realization of coin values:
   How much is a penny?, a nickel? a dime? a quarter ? a half-dollar ? a dollar ?
3. coin equivalents- how many nickels equal a quarter? how many pennies equal a nickel? how many dimes equal a dollar ? etc.
4. Counting money
   - pennies (by 1's)
   - nickels (by 5's)
   - dimes (by 10's)
   - quarters (by 25's)
5. count combinations of coins
6. make change
7. write money values $.01- $1,000.
8. adding and subtracting money
9. using a calculator

How To Teach

Discuss the characteristics of each coin and how to recognize one from the other.

Use real money whenever possible in teaching money recognition to avoid confusion when transferring from toy money to real money.

Introduce and discuss the use of the decimal to seperate dollars and cents.

Give students considerable practice in counting money.

Make illustrative charts out of poster board to show coin equivalents.

Have grocery items in the classroom, and let students practice buying and selling articles, paying for them and making change for them.

Play any sort of game that involves handling and counting money.

Take a shopping trip or a trip to a restaurant to order a meal to give practical experiences in the use of money and making change.

Have class discussions regarding number positions (the 1's place, the 10's place, 100's place, etc.)

Give class illustrations of the correct ways to write money when using the decimal point. Illustrate number positions and why we must write the numbers in the correct places when adding and subtracting, ect.

Have class drills in writing various amounts of money correctly.

Read various amounts of money and let students write them in the correct position for adding and subtracting. (good practice for keeping a checkbook)

Provide written problems and exercises in problem solving , using every day practical situations involving the use of money.

Make charts on tag board with felt point pens about every day situations involving the use of money in written form such as pay checks and statements with money valuse, etc.

Materials To Use
real money, food cartons with prices on them, newspaper advertisements, money stamps, catalogs, sale flyers, money flashcards, games involving money, trips to the store, vending machines

OBJECTIVES FOR BASIC MONEY SKILLS

1. The student will name a penny, nickel, dime, quarter, half-dollar, $1.00 bill, $5.00 bill, and $10.00 bill.

2. The student will tell the value of a penny, nickel, dime, quarter, half-dollar and silver dollar.

3. Given any amount of pennies up to 100, the student will count them correctly and write the amount.

4. Given any amount of nickels up to 20, the student will count them correctly and write the amount.

5. Given any amount of dimes up to 10, the student will count them correctly and write the amount.

6. Given any amount of money under $1.00, the student will correctly count it.

7. Given any number from 1-99, the student will count out the change from $1.00.

8. Given any number from 1-999, the student will count out the change from $10.00.

MATHEMATICS PRETEST

$\begin{array}{r} 4 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +5 \\ \hline \end{array}$	adding 1 digit numbers
$\begin{array}{r} 17 \\ +21 \\ \hline \end{array}$	$\begin{array}{r} 365 \\ +232 \\ \hline \end{array}$	$\begin{array}{r} \$21.64 \\ +\ 35.20 \\ \hline \end{array}$		adding 2 digit numbers
$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$	multiplying 1 digit numbers
$3\overline{)9}$	$9\overline{)18}$	$7\overline{)21}$	$8\overline{)32}$	dividing 1 digit numbers
$\begin{array}{r} 65 \\ +97 \\ \hline \end{array}$	$\begin{array}{r} 695 \\ +968 \\ \hline \end{array}$	$\begin{array}{r} 712 \\ +989 \\ \hline \end{array}$	$\begin{array}{r} 312 \\ +479 \\ \hline \end{array}$	adding with regrouping (carrying)

78 -69	212 -187	365 -239	821 -799	subtract with reg ing (borrowin

68 ×21	79 ×83	60 ×17	52 ×35	multiplyin digit numbe

$19.50 -16.89	$20.00 -14.79	$15.70 - 8.90	subtracting money

$75\overline{)2152}$	$16\overline{)891}$	$29\overline{)2310}$	division wit remainders

MATHEMATICS

What To Teach

1. addition, subtraction, multiplication and division
2. place values, 1's, 10's, 100's, 1,000's
3. decimals, fractions and percentages
4. measurement- metric and standard

How To Teach

Provide plenty of opportunities for students to practice and memorize the basic math facts: addtion, subtraction, multiplication and division.

Have students drill in teams with flashcards.

Always attempt to make the problems assigned as practical and applicable to life situations as possible.

Use newspaper ads to provide practice in figuing up grocery costs. Have students add up the amount of savings involved with specific coupons.

Have students figure the difference between sale prices and regular prices.

Materials To Use

Try to find a way to relate mathematics skills to everyday life, use newspaper ads, catalogs, grocery ads, etc. Ask the students to give examples from their experiences.

MATHEMATICS OBJECTIVES

1. Given any addition or subtraction problem, the student will correctly solve the problem.

2. Given any addition or subtraction problem of 2 digits, the student will correctly solve the problem.

3. The student will correctly recite the multiplication tables.

4. Given any multiplication problem of 2 digits, the student will correctly solve the problem.

C. CONSUMER/FINANCIAL MANAGEMENT

What To Teach

1. banking :savings accounts, checking accounts, credit, investments
2. budgeting: gross salary, deductions, pensions, net salary, fixed expenses, variable expenses
3. comparison shopping: unit pricing, sales, coupons, quality, price, convenience, service
4. Social Security
   how is the money used?
5. pensions
   what are they for?
   does everyone have them?
   what benefits do different plans have?
6. income taxes
   why must we pay them?
7. hospitalization and medical insurance
8. sales techniques and propaganda

How To Teach

Have class discussions regarding approximately what would constitute an average salary for pupils getting unskilled jobs.

Study vocabulary words such as: gross salary, net salary, deductions, income tax, social security, ect. (see list)

Have class discussions pointing out the deductions that will probably be taken out of the gross salary and for what will they be used.

Discuss income taxes- Why do we pay them? Do we get any benefits from this money? Is this one of our responsibilities? How is this money used?

Make a large poster chart of a pay check with work statement attached listing gross salary, deductions, net salary, etc.

Obtain samples of work statements of various types from surrounding industries and discuss them with the class.

Have discussions pertaining to what the pupils will have to spend the rest of their paycheck for. Work out weekly and monthly budgets dividing their paycheck into approximate amounts needed for shelter, food, transportation, clothing, insurance, recreation, savings and misc. expenses.

Bring bills to class, bank statements, ect, each month and have pupils help pay them so they can have the experience of paying bills, balancing the check stubs with the bank statements, ect.
Have students bring their bills, etc. in.

Bring in income tax forms and have students help fill them out and send them to the proper place. This will give the students practical experience doing the things discussed.

Have students go through the newspaper and locate all references to weights and measures.

Have students calculate quantities of ingrediants for recipes.

Keep an accurate record of all the money you recieve for one month. Record in a notebook every cent that you spend during the same month. At the end of the month analize your record and classify your expenditures in these catagories: food, shelter, entertainment and recreation, savings, misc. Prepare a personal budget for the following month using data collected as a basis for determining your allocations to the budget catagories. Use a notebook for keeping a record of your income and expenses.

Answer the following questions:

a. Were you able to live within your income?

b. Did your budget seem too rigid? too flexible?

c. Do you need to revise your budget?

OBJECTIVES FOR CONSUMER AND FINANCIAL MANAGEMENT

1. GIVEN A BANK STATEMENT AND A CHECKBOOK, THE STUDENT WILL INDEPENDENTLY RECONILE THE CHECKBOOK.

2. THE STUDENT WILL PREPARE A BUDGET BASED ON HIS/HER SALARY.

3. GIVEN A NEWSPAPER AND A GROCERY LIST, THE STUDENT WILL CALCULATE HOW MUCH WOULD BE SAVED BY USING COUPONS.

VOCABULARY

bond - evidence of a debt issued by a corporation or government that promises repayment at a definite time.

par value (face value) - the amount printed, stamped or written on the investment certificate.

securities - bonds

market price - the price at which a bond or stock is currently selling.

promissory note - written agreement to repay a loan at the end of a definite time period.

maker - usually the borrower who, by signing the note, promises to repay the amount due.

payee - usually the lender to whom the amount due is to be repaid. This may be a person, a bank, a credit union, etc.

date of maturity - date on which payment is due.

bankers interest - calculated on the basis of a 360 day year, assuming 30 days per month.

overdrawn - when a depositor has written checks for more money than there is in the account.

reconciliation statement - a form prepared to find the amount of money available in a checking account.

(Vocabulary - cont.)

cancelled checks - checks that have been paid by the bank and returned to the depositor.

outstanding checks - checks that have been drawn but not yet cashed at the bank where the account is kept.

service charge - a deduction from the checking account balance made by the bank for handling the account.

compound interest - interest based on deposits plus previous interest payments that remain in the depositors account.

share of stock - part ownership in a corporation.

dividends - earnings or profits which the Board of Directors of a corporation may decide to pay to its stockholders.

brokerage fee - the commission the broker recieves for buying and selling stocks.

RESOURCES

1. INTRODUCING MONEY by Jane Cosby
   beginning text in counting money, very basic, works on counting and writing numbers
2. USING MONEY SERIES by Frank E. Richards Publishing Co.
   texts which teach counting money, making change and adding amounts of money, higher level than Introducing Money
3. MONEY MAKES SENSE by Pitman Learning
   text which teaches counting money and making change higher level then the Using Money Series
4. money stamps by Developmental Learning Materials
   coins stamps can be used to prepare materials, worksheets or games
5. SUCCEEDING In MATHEMATICS by Steck-Vaughn Co.
   texts which teach basic mathematics skills
6. GETTING READY FOR PAYDAY by Frank E. Richards Publishing Co.
   3 texts which teach opening a checking account, opening a savings account and budgeting
7. NO FRILL MATH DRILL by Instructo/McGraw-Hill
   duplicating sheets which provide practice in basic math operations: addition, subtraction, multiplication, division
8. BEGINNING CALCULATOR MATH BY Fearon Pitman Learning
   teachers guide which gives ideas for using a calculator to teach basic math skills
9. LETS GO METRIC by Brenda Tapp
   activity book for teaching the metric system
10. IMPROVING MATH COMPETENCE by Cambridge Book Co.
    advanced textbook which teaches fractions, decimals, multiplication, division, budgeting and other consumer skills.
11. You and Your Money by Dorothy Gable
    contains vocabulary words and short stories about particular money problems
12. How To Choose And Use Retail Credit by Sears
    booklet explaining credit
13. Understanding Taxes Department of the Treasury
    detailed analysis of taxes
14. Fundamental Facts About United States Money by Federal Reserve Bank
    booklet which tells how money is minted

LUNCH AND MUNCH

Course Description: Students will learn to fix sandwiches, make soup and fix simple snack items. This is for students who do not work in the kitchen at all.

General Goals:

1. The student will learn to prepare simple food items.
2. The student will learn about kitchen utensils.
3. The student will develop independence in food preparation.

Topics:

A. Kitchen Tools & Equipment
B. Using the Pictorial Cookbook
C. Fixing Simple Recipes

Objectives

1. The student will independently fix a sandwich or snack item.
2. The student will demonstrate how to use the following: can opener, paring knife and cutting board, toaster oven, pot holder, timer, spatula, measuring spoons, and vegetable peeler.
3. The student will independently follow a pictorial recipe.

A. KITCHEN TOOLS & EQUIPMENT

What to Teach

Tools

- frying pan
- sauce pan
- strainer
- spatula
- measuring cups
- measuring spoons
- long spoon
- can opener
- paring knife
- cutting board
- pot holders
- timer
- ladle
- vegetable peeler

Appliances

- toaster
- coffeepot
- electric frying pan
- blender

How to Teach

Demonstrate the use of the tools. Have students take turns demonstrating how to use the materials. Provide extensive practice for each student in using kitchen tools.

Pantomime using a kitchen tool and have students pick out which one you are demonstrating.

Have students match the actual object to a picture of the object.

Match the object to pictures of food that go with that object.

B. USING THE PICTORIAL COOKBOOK

What to Teach

1. Identifying what the pictures mean.
2. Getting the ingredients assembled.
3. Following the recipe steps.
4. Cleaning up afterwards.

How to Teach

Provide plenty of practice in identifying pictures, assembling ingredients and following the steps.

Students will not be able to follow the recipes without quite a bit of help. It may be necessary to go through the same recipe 3 or 4 times before they understand.

C. FIXING SIMPLE RECIPES

Remember:

1. Choose recipes with only 2 or 3 ingredients. Your students cannot read and will have to remember the recipe.
2. Choose recipes your students will be able to try at home with very little help.
3. Let every student perform every step of the recipe. You will need enough ingredients for every student to fix his own.
4. Explain the steps of the recipe several times before you allow the students to do them.
5. Explain any cooking terms and utensils you will be using. Demonstrate how to use the utensils. Then have students demonstrate the utensils.

6. If your students can talk, have them repeat the steps of the recipe out loud to help them remember the steps.

7. Be sure and show the students the ingredients in their original containers (carton, package, etc.) so they are aware of what it looks like in the store.

Breakfast Foods

cereal and fruit
toast and butter
hot tea
coffee
grapefruit
bagel and cream cheese
orange
orange juice (freshly squeezed)
hot chocolate
English muffin with butter
melon or cantaloupe
cinnamon toast

Lunch Foods

hard-boiled eggs
sandwiches:
- peanutbutter and jelly
- cold cuts
- grilled cheese
- tuna-fish
- hot dogs
- egg salad
- poor boy

cottage cheese and fruit
soup
fruit salad
vegetable salad

Snack foods

yogurt and any one or more of the following:
- raisins
- maple syrup
- honey
- apple sauce
- nuts
- granola
- seeds
- brown sugar
- fruit
- chocolate syrup
- apple butter
- cinnamon

mashed banana and one of the following:
- raisins
- cocoanut
- chopped nuts
- chocolate syrup

LUNCH AND MUNCH

Snack foods (cont.)

little pizzas
stuffed celery
celery and carrot sticks
chips and dip
instant pudding
raw fruit and vegetables
ice cream and fruit or topping
popcorn
blender drinks
popcorn

JANE COSBY
1982

GENERAL EXPERIENCE COURSE FOR STUDENTS UNABLE TO TAKE ACADEMIC COURSES

BY JANE COSBY
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General Experience and Communication Course

Course Description: Students will work on basic communication skills and on developing gross and fine motor skills (for the student who is'nt ready for academic work).

Goals:

1. The student will be able to make his needs known more clearly to others.
2. The student will better understand requests made of him.
3. The student will engage in activities on his own initiative.
4. The student will learn skills necessary for a more independent life.

Topics:

A. Exploration
B. Skill Development
C. Games and Activities

Objectives for General Experience

1. The student will answer simple questions about himself, his family, school, the community, etc.

2. Shown familiar objects, or pictures of objects, the student will identify them.

3. The student will describe the functions of familiar objects (e.g., materials used at school).

4. The student will describe pictures of activities or situations.

5. Presented with a familiar object, the student will describe it.

6. After hearing the description of an object, activity, landmark, community figure, etc., the student will identify it.

7. Given a word or phrase, the student will select from among several pictures the one that represents the word or phrase.

8. Given an oral direction, the student will follow it.

9. Given a set of commands, the student will follow them in the proper sequence.

10. The student will give correct directions orally.

11. When given a choice of activities, the student will independently initiate and engage in one.

A. Exploration

What To Teach

1. Sensory Development

discriminates: color, form, size, taste, sounds, smell, temperature, weight, textures

2. Movement

balances: on tip-toe, on one foot
walks a straight line
steps over obstacles
walks with heel-toe gait
walks backwards and sideways
keeps mouth closed
touches floor while standing
kneels
picks up small objects
grasps with both hands
uses adult grip

Materials To Use

art materials: clay, play-doh, paint, fingerpaint, construction paper, yarn, string, glue, markers, colored chalk, colored pencils, crayons, water colors, food coloring

tools and equipment: saws, hammers, screwdrivers, nuts, bolts, screws, washers, nails, wood

typewriter, musical instruments, records, tapes, record player, plants, small animals, household machines, books, pictures, magazines, newspapers, beads to string, tracing paper to trace objects

balls, ropes, weights, mats, exercises

materials to pour: boxes of rice, beans, water, bottles to pour into, funnels

How To Teach

Provide opportunities for the students to learn basic skills. Ask them what things they would like to learn. Discuss what skills are used every day and why they are important.

Practice various skills: washing hands, combing hair, cleaning nails, eating various foods, etc.

B. Skill Development

What To Teach

1. Eating behaviors
   - drinks from glass, water fountain and straw
   - uses a napkin
   - chooses and uses correct utensils
   - chews with mouth closed
   - spreads and cuts with a knife
   - displays appropriate table etiquette

2. Hygiene
   - washes hands with soap and dries them
   - combs and brushes hair
   - brushes teeth
   - keeps nose clean
   - uses deoderant
   - keeps nails clean

3. Expressive Language
   - knows full name
   - knows names of family members
   - knows age, address and telephone number
   - asks questions
   - uses nouns, verbs, pronouns and prepositions in speech
   - speaks in sentences
   - describes situations and events
   - answers the phone
   - expresses emotion
   - uses hello/good-bye appropriately
   - looks at person while speaking
   - engages in conversation
   - waits while others speak

4. Receptive Language
   - can select an object if named
   - follows simple instructions
   - listens when others speak
   - gets information from pictures and packages

LANGUAGE CONCEPTS

Colors and Direction Words

red, blue, yellow, black, white, brown, green, purple, orange, pink

row, numbers 1 to 10, column

turn, page, work, mark, point, never, always, sometimes, put a mark on, put a line under, draw a ring, put an X

across, next one, start, stop, wait, go

Sizes

larger, smaller, largest, smallest, large, small

shorter, longer, longest, shorter, taller, shortest, tallest, tall, thicker, thinner, biggest, littlest, little, big, tiny, medium-sized, greater, less

Amou n ts

one, two, three, four, five, six, seven, eight, nine, ten

all, some, few, none, no, yes, more, less, most, least, many, zero, pair, half, whole, set, group, sum

Shapes

circle, square, triangle, straight, curved, oval, diamond

Positions

front, back, middle, center, top, bottom, side, upper, lower, behind, in front, between, separated, together, apart, close, beside, next to, around, with, far, by, before, after

Pre-Mathematics

equal, unequal, amount, opposite, alike, different, same,

Pre-Reading

first, last, before, after, next, letter, word, symbol, sound, name, capitals, question mark, period, rhyme, sentence, answer, question

Classification

animals, food, clothing, tools, transportation, warm, hot, cold, family, occupation, texture, shape

Parts of the Body

skin, chin, thigh, leg, hips, hands, fingers

Movements

skip, leap, jump, hop, walk, tip-toe, run

C. Games and Activities

What To Teach

1. Independent leisure time activities

looking at books, listening to records, watching TV

2. Games

checkers, easy card games, soccer game, mechanical or electronic games

How To Teach

The students will need lots of practice at each activity or game before they will be able to work independently. Encourage the students to play the games with one another in addition to the teacher.

Easy Activities

tear paper

blow paper, cotton balls, paper airplanes

play-doh - squeeze, one or two hands
roll with rolling pin
cut with cookie cutters
(or use cookie dough)

walk - forward - backward
slow - fast

obstacle course - step over blocks, toys, rags, chairs, balance beam

march - without music
to music
with drum, shakers, noise makers
forward, backward
fast, slow

run, jog

play ball -throw, kick, catch, bounce, push ball with nose

hum - with mouth closed, lips together
without music
with music
a song - Yankee Doodle, Old MacDonald

scribble - on paper, chalkboard

pop plastic air bubbles

button - button board
adult's shirt, jacket, coat, etc.
own clothes
doll clothes

zip - zipper board
adult's clothing (pants, jacket)
own clothes

lace - lacing board
shoes
lacing cards (color or number coded cards)

work puzzles - large, wooden handled puzzles
insert puzzles
put last puzzle piece in board
remove only one piece at a time and have student replace it

water play - in large washtub
use plastic bottles, measuring cups and spoons, funnels, dippers
floating objects across tub

cutting - teach correct scissor grasp
cut off edges of paper
cut across paper
cut between 2 straight lines
cut on a straight line
cut curved lines
cut geometric lines
put glue on or beside lines to restrict leaving lines when cutting
cut out pictures of objects

magazines or catalogues - teach them to open magazines
teach how to turn pages
point to pictures and name them (teacher does this)
have student point to pictures on command
cut out objects in magazine
count objects in magazine

rainbow - color across plain sheet of paper with rainbow colors
specify area and color to be used on paper
make rainbow using glitter

target ball - throw ball into wastebasket
throw ball at target drawn on chalkboard
roll ball at clothes pins in piles of 2 stacked together

clothespin drop - drop clothespin into wastebasket, large jar, or any other container

glue - scraps of construction paper to make a holiday picture or geometric shape
glue glitter on holiday pictures

beads - teach how to pull string through bead
teach pushing lace through bead
teach two above steps
string beads by color
string beads according to color pattern

chalkboard - erase board
paint board with brushes and water
clean with water and paper towels

records - listen to part of a song or story
clap hands to music
beat rhythm sticks to music
dance to music (slow, fast, bump)
walk to music (forward, backward, slow-fast)
sing words to chorus

beanbags - throw into wastebasket or large tub
throw at target on chalkboard
throw across room to a designated area

body parts - physically cue student to touch body parts named
verbally cue student to touch body parts
count body parts (Ex.: 2 eyes, 1 nose, 2 legs)

puppets - use a sock for a puppet
touch and name body barts on command
run around room touching door, table, etc. named by teacher
open and close puppet's mouth
make puppet wave goodbye or say "hello"
have puppet shake head "yes" or "no"
have puppets talk to one another

balloons - bat balloon with hands
catch, hit, or throw balloon
hit balloon with paper bat
hit balloon to another student
blow balloon into air or across table

building blocks - let student create own design
make a tower, pyramid

stamp pad - make thumb prints on paper
make thumb print fingers
stamp date, ABC's, or any other stamp available

story-time - read short story
do actions to a story
repeat words found in story

radio - listen to radio
sing along with music on radio

rope - teach prepositions in-out, on, around etc.
walk around circle made with rope
stand in, - out, or on the rope

musical letters - (can substitute objects, shapes, etc.)
walk around table, stop when music stops, and get a letter
game same as musical chairs

collages - use fabric, strings, comics, wrapping paper, doilies, toothpicks, ribbons, cereal, straws, wallpaper, candy wrappers, sand, newspaper, etc.

cookie cutters - trace around cookie cutter on paper or cardboard

Feelie Box - place objects in a box, students feel and name objects without looking

large boxes - tear off ends and crawl through
paste pictures and objects inside box to encourage others to crawl through

magazines and catalogues - locate objects named
look at pictures on own

make jello, pudding, popcorn, Kool-Aid, sandwiches

paper punch

staple papers

LEISURE TIME ACTIVITIES

JANE COSBY
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COURSE DESCRIPTION:

LEARN ACTIVITIES THAT YOU CAN DO IN YOUR SPARE TIME; GAMES, CARDS, ARTS AND CRAFTS, ETC.

GENERAL GOALS:

1. THE STUDENT WILL DEVELOP AND BROADEN INTERESTS IN A VARIETY OF LEISURE ACTIVITIES.
2. THE STUDENT WILL BECOME INDEPENDENT IN INITIATING AND ENGAGING IN LEISURE TIME ACTIVITIES.
3. THE STUDENT WILL LEARN TO MAKE DECISIONS AND CHOICES ABOUT THE USE OF HIS/HER LEISURE TIME.

UNITS:

A. GENERAL KNOWLEDGE OF LEISURE TIME

B. GAMES

C. PHYSICAL ACTIVITIES

D. ARTS AND CRAFTS

E. OTHER ACTIVITIES

OBJECTIVES:

1. THE STUDENT WILL PARTICIPATE IN ALL CLASSROOM ACTIVITIES.
2. THE STUDENT WILL EXPRESS A PREFERENCE FOR CERTAIN ACTIVITIES; EITHER VERBALLY OR BY CHOOSING FROM ALTERNATIVES.
3. THE STUDENT WILL DEMONSTRATE AN ACTIVITY HE CAN ENGAGE IN AT HOME IN HIS SPARE TIME.
4. THE STUDENT WILL TELL WHAT HE DOES IN HIS SPARE TIME.

5. THE STUDENT WILL NAME 5 ACTIVITIES HE CAN DO IN HIS SPARE TIME.

6. THE STUDENT WILL IDENTIFY WHEN HE HAS SPARE TIME.

7. THE STUDENT WILL DEVELOP A PLAN FOR ONE WEEK ON WHEN HIS SPARE TIME IS AND HOW HE PLANS ON SPENDING IT.

A. GENERAL KNOWLEDGE OF LEISURE TIME

WHAT TO TEACH

IDENTIFYING LEISURE TIME
MAKING CHOICES
ESTIMATING COST OF ACTIVITIES
SCHEDULING LEISURE TIME

HOW TO TEACH

FIND PICTURES IN MAGAZINES THAT SHOW PEOPLE ENGAGED IN DAILY ACTIVITIES. CLASSIFY THE PICTURES INTO DAILY LIVING ACTIVITIES AND LEISURE TIME ACTIVITIES. DISCUSS THE DIFFERENCE BETWEEN THE TWO CATAGORIES.

MAKE LISTS OF DAILY, WEEKLY, AND MONTHLY ACTIVITIES. DECIDE WHICH ACTIVITIES ARE LEISURE TIME ACTIVITIES. INCLUDE: CLEANING, EATING, GETTING DRESSED, GOING TO WORK, EXERCISING, READING, LISTENING TO MUSIC, WATCHING T.V., RESTING, SLEEPING, ETC.

MAKE A SCHEDULE FOR ONE WEEK. FILL IN TIME AND ACTIVITIES FOR MONDAY THROUGH SUNDAY. IDENTIFY THOSE TIMES IN EACH PERSONS SCHEDULE THAT REPRESENT LEISURE TIME. LET EVERYONE MAKE THEIR OWN CHART OF WEEKLY ACTIVITIES.

DISCUSS MAKING CHOICES AND CHOOSING ALTERNATIVES. MAKE A LIST OF FREE TIME ACTIVITIES AND HAVE STUDENTS CHOOSE FAVORITES, EXPRESS DISLIKES, ETC.

HAVE STUDENTS MAKE A DREAM LIST OF ACTIVITIES THEY WOULD LIKE TO DO. DISCUSS THE POSSIBILITIES, PROBLEMS, ETC. ASSOCIATED WITH EACH LIST.

MAKE A LIST OF LEISURE ACTIVITIES AND THE TIME THEY TAKE. DECIDE WHEN IS THE BEST TIME FOR STARTING SOME OF THE LISTED ACTIVITIES. EXAMPLE: GOING BOWLING, EVENINGS OR WEEK-ENDS.

DISCUSS THE COST OF VARIOUS ACTIVITIES. COMPUTE THE COST OF AN EVENING OUT. LET STUDENTS GUESS WHAT THEY THINK IT WILL COST AND COMPARE TO ACTUAL COSTS.

DECIDE WHAT OBSTACLES STAND IN THE WAY OF CERTAIN ACTIVITIES. DISCUSS INDIVIDUAL PROBLEMS. EXAMPLE: BEING IN A WHEELCHAIR, NOT BEING ABLE TO DRIVE OR GO OUT AT NIGHT. TRY TO DEVELOP SOLUTIONS OR ALTERNATIVES TO OVERCOME THESE OBSTACLES.

B. GAMES

WHAT TO TEACH

1. BOARD GAMES
   - SIMON
   - BATTLESHIP
   - MEMORY
   - GAME OF GO
   - HANGMAN
   - RACK-O
   - INDIA
   - BINGO
   - CONNECT FOUR
   - KNOCK OUT
   - YAHTZEE
   - BOWL AND SCORE
   - ROLL AND SCORE BINGO
   - PUZZLES
   - DOMINOES
   - CHINESE CHECKERS
   - CHECKERS
   - BACKGAMMON
2. CARD GAMES

HOW TO TEACH

GIVE STUDENTS A LOT OF PRACTICE IN FOLLOWING THE DIRECTIONS OF THE GAMES. LET THEM CHOOSE WHICH GAMES TO LEARN AND PRACTICE. ENCOURAGE THEM TO TEACH ONE ANOTHER THOSE GAMES WHICH ARE FAMILIAR TO THEM.

PROVIDE STUDENTS WITH A VARIETY OF GAMES SO THEY CAN MAKE CHOICES AND EXPRESS PREFERENCES.

PRESENT THE RULES TO THE GAME ONE AT A TIME TO GIVE STUDENTS A CHANCE TO LEARN ONE BEFORE PRESENTING THE NEXT RULE.

WHEN CHOOSING GAMES TO PRESENT AND TEACH, BE SURE THE GAMES CHOSEN ARE APPROPRIATE TO THE AGE AND MATURITY OF THE STUDENTS.

C. PHYSICAL ACTIVITIES

WHAT TO TEACH

1. EXERCISES AND MOVEMENT EXPLORATION
2. STUNTS, TUMBLING AND GYMNASTICS
3. GROUP GAMES - RELAY GAMES, CIRCLE GAMES, BASEBALL AND SOFTBALL, FOOTBALL, SOCCER, KICKBALL, BASKETBALL, VOLLEYBALL
4. TRACK AND FIELD ACTIVITIES
5. DANCE - FOLK DANCES, MODERN DANCE, BALLET, TAP, SQUARE DANCES
6. CAMPING, HIKING, SKIING, GOLF, TENNIS, RACQUETBALL, BICYCLING

HOW TO TEACH

IF STUDENTS ARE UNABLE TO PERFORM THE COMPLETE ACTIVITY ISOLATE AND TEACH ONE PART OF THE GAME. FOR EXAMPLE: INSTEAD OF TEACHING THE GAME OF BASKETBALL, PRACTICE SHOOTING BASKETS, OR PRACTICE PUTTING GOLF BALLS INSTEAD OF PLAYING GOLF.

TEACH ACTIVITIES THAT THE STUDENTS CAN PRACTICE WHEREVER THEY LIVE. CONCENTRATE ON ACTIVITIES THAT DON'T REQUIRE A LOT OF SPECIALIZED EQUIPMENT.

ENCOURAGE STUDENTS TO INITIATE AND ORGANIZE PLAYING A GAME OR ACTIVITY.

D. ARTS AND CRAFTS

WHAT TO TEACH

1. ASSEMBLING KITS - MODELS, CRAFTS KITS, PAINT BY NUMBERS, STAINED GLASS, JEWELRY
2. CONSTRUCTING - CARPENTRY, SCULPTURE
3. SEWING
4. EMBROIDERING, NEEDLEPOINT
5. DRAWING, PAINTING, SKETCHING
6. MUSIC
   COMPOSING, PLAYING, SINGING
7. PHOTOGRAPHY

HOW TO TEACH

ALLOW STUDENTS PLENTY OF OPPORTUNITY TO EXPLORE DIFFERENT ACTIVITIES. GIVE THEM ONLY AS MUCH HELP AS THEY NEED AND ASK FOR. IT IS IMPORTANT THAT THEY FIND THINGS THEY CAN DO <u>INDEPENDENTLY</u>.

E. OTHER ACTIVITIES

WHAT TO TEACH

1. BOOKS, MAGAZINES AND NEWSPAPERS - READING, COPYING FROM, LISTENING TO
2. WRITING - POETRY, NOVELS, PLAYS, STORIES
3. WATCHING AND LISTENING - TELEVISION, RADIO, STORIES, TAPES, RECORDS
4. COOKING - SPECIALTY COOKING, DESSERTS, ETC.
5. FIXING OR REPAIRING - APPLIANCES, WATCHES, CARS, TELEVISIONS, RADIOS, ETC.
6. CARING FOR PLANTS
7. CLUBS - JOIN, ATTEND MEETINGS

HOW TO TEACH

ENCOURAGE STUDENTS TO TRY NEW ACTIVITIES AND SHARE FAVORITE ACTIVITIES WITH OTHER STUDENTS.

PROVIDE A VARIETY OF MATERIALS FOR STUDENTS TO EXPLORE. EXAMPLE: A VARIETY OF DIFFERENT KINDS OF MAGAZINES TO LOOK THROUGH OR A VARIETY OF THINGS TO LISTEN TO.

DISCUSS WHAT A HOBBY IS AND WHAT HOBBIES STUDENTS AND TEACHERS HAVE. PLAN AN ACTIVITY TO DEMONSTRATE VARIOUS HOBBIES.

LEISURE TIME ACTIVITIES

PART I
WEEK II

GOAL: STUDENTS WILL LEARN TO DISTINGUISH ACTIVITIES THAT ARE RELATED TO WORKING OR TAKING CARE OF ONESELF AND ACTIVITIES THAT ARE FOR LEISURE TIME OR JUST FUN.

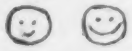
OBJECTIVE: STUDENT WILL BE ABLE TO POINT TO ONE OBJECT OR PICTURE THAT IS USED FOR CARE OF ONESELF OR WORK AND POINT TO ONE OBJECT OR PICTURE THAT IS USED FOR LEISURE TIME OR FUN.

MATERIALS NEEDED:

PICTURES OF WORK AND SELF CARE ACTIVITY

PICTURES OF FUN ACTIVITIES

PICTURES MOUNTED ON CONSTRUCTION PAPER WITH FELT TAPE ON BACK.

FACES 

FELT BOARD

CONCRETE OBJECTS USED FOR WORK OR SELF CARE (WASH CLOTH, SOAP, WISK BROOM, MAP, DUST RAG, SCREWDRIVER, HAMMER)

CONCRETE OBJECTS USED FOR FUN (BALL/SOFT AND TENNIS, CLAY, RACQUET, BALL GLOVE, CARDS, GAMES, PUZZLES)

PROCEDURE:

1. HOLD PICTURE OR OBJECT UP TO CLASS DESCRIBE IT - WHAT USED FOR, WORK OR PLAY (PASS OBJECTS AROUND).
2. HAVE STUDENTS REPEAT WHAT YOU HAVE SAID, REPEAT AS OFTEN AS NECESSARY.
3. PLACE PICTURE ON FLANNEL BOARD UNDER APPROPRIATE FACE HAVE A STUDENT PLACE ON BOARD IF POSSIBLE.

PART II

WEEK II

GOAL: STUDENTS WILL PARTICIPATE IN SIMPLE CRAFT PROJECT ACCORDING TO ABILITY.

OBJECTIVE: STUDENT WILL ARRANGE AND GLUE VARIOUS TEXTURED MATERIALS ON CONSTRUCTION PAPER.

MATERIALS NEEDED:

GLUE

CONSTRUCTION PAPER

PRE-CUT PIECES OF PAPER OF DIFFERENT TEXTURES AND SHAPES
CREPE, SAND, CORREGATED, MATERIAL

FRAMES

PROCEDURE:

1. PLACE SEVERAL PRE-CUT PIECES OF MATERIAL IN FRONT OF STUDENT, GUIDE STUDENT TO GLUE MATERIAL AND PLACE ON PAPER.

   NOTE: GUIDE THE STUDENTS' HAND ONLY UNTIL HE BEGINS TO TAKE OVER THE ACTIVITY.

2. PLACE PRE-CUT FRAME ON COMPLETED PICTURE AND SECURE.

INDEPENDENT LIVING SEMINAR

Course Description: Students will discuss problems they are having and try to come up with solutions as a group. Resources in the St. Louis area will be discussed. This class is for students who are living on their own or will be in 6 to 12 months.

Goals:

1. Students will become families with resources available to them.
2. Students will learn to identify their problems and generate solutions to them.
3. Students will practice problem-solving and evaluation of their options.

Topics:

A. Problem-Solving

B. Finding Resources

Objectives:

1. The student will identify major problems in his life.
2. The student will apply the steps of problem-solving to a problem in his life.
3. The student will name 5 resources available in the St. Louis area.
4. Given a specific problem, the student will suggest an appropriate solution.

A. Problem-Solving

WHAT TO TEACH

The Steps of Problem-Solving:

1. Define the problem. What exactly is the problem?
2. Analyze the problem. What is happening? Why is this a problem?
3. Determine the main issues of the problem and state the desired goal.

4. Plan several ways to reach the goal.
5. Discuss the options and select the best way to solve the problem.
6. Try out the solution.
7. If it doesn't work, go back to step 4.

Application of Problem-Solving Steps

Making Choices

Asking Questions

HOW TO TEACH

Use the above steps to solve real or simulated problems from students' lives.

Have students go through the steps in pairs, then go over the results as a group. Compare the results each set of students comes up with. Discuss the consequences of those results.

Give students simulated situations to practice problem-solving skills.

Present students with a situation involving emotional reaction. Ask these questions:

1. What happened? (Have students restate the facts. Be sure everyone agrees on the facts.)
2. How do you think the people involved felt? (Have students make inferences or guesses.)
3. Why do you think they would feel that way? (Have students explain their ideas.)
4. Does anyone think they may have felt a different way? (Discuss alternatives.)
5. Have you ever had something like this happen to you? (Students describe similar events.)
6. How did you feel?
7. Why do you think you felt that way?

Present students with a problem situation involving interpersonal conflict. Ask these questions:

1. What happened? (Student describes events.)
2. What do you think the people should do? Why?
3. How would others react to that?

4. Has something like that ever happened to you?
5. What did you do?
6. Do you think that was a good or bad thing to do?
7. Why do you think so? (Student gives reasons.)
8. Is there anything you could have done differently? (Student should offer alternative behaviors.)

Value Activities

1. Picking out values from concrete situations or happenings.
2. Identifying conflicts in values as evidenced by events, statements, etc.
3. Identifying factual assumptions behind a value or position.

Process of Valuing

Choosing

1. freely
2. from alternatives
3. after consideration of the consequences of each alternative.

Prizing

4. cherishing, being happy with the choice
5. willing to state the choice publicly.

Acting

6. doing something with the choices
7. doing something repeatedly in a pattern in your life.

Role-Play problem situations. Then analyze what happened or could have happened in the situation.

Asking Questions

Students should be taught how to ask appropriate questions to obtain information.

Practice questioning techniques in a variety of situations.

B. Finding Resources

1. government offices: local, state, federal
2. social service agencies
3. businesses
4. schools
5. individuals

ACTIVITIES

Go through the phone book and pick out resources to fill a specific need. Role-play phoning the agency or office. Discuss what questions should be asked, what answer you are looking for, etc.

Have each student pick an agency, get information on that agency, then report back to the class. The class could devise a list of questions together to be asked of each agency.

Make a class book of resource items that could include:
1. students' names
2. names of individuals that students know who would be willing to help in some way
3. agencies that have been discussed
4. government offices which students might need to contact
5. etc.

Compile a list of resources and make a guide book including all the information on those resources. See the Help for Persons With Handicaps resource guide as an example.

Discuss the Survival Services in St. Louis guide.

FIELD TRIPS

Field trips can be planned to various locations or neighborhoods. The purpose of these trips would be to teach students how to get around on their own and find out information.

For example:

Area to be visited: Northwest Plaza

Things students should do in pairs:
a. Find a phone and place a phone call.
b. Count how many of each of the following you can find:

_____clothing stores

_____department stores

_____drug stores

_____specialty stores

List the kinds _____
_____
_____
_____

_____government buildings

_____fountains.

c. Find where you would go in any emergency.
d. Find out where you can catch a bus.
e. Compare prices in different stores for one particular item. Example: toaster.
f. What is the name of the tallest building?

CURRENT EVENTS

CLASS DESCRIPTION:

LEARN ABOUT AND DISCUSS WHAT IS GOING ON IN THE WORLD TODAY. EMPHASIS WILL BE ON LISTENING TO, UNDERSTANDING AND DISCUSSING NATIONAL AND WORLD NEWS.

GENERAL GOALS:

1. THE STUDENT WILL BECOME MORE AWARE OF WORLD, NATIONAL AND LOCAL EVENTS.

2. THE STUDENT WILL EXPRESS OPINIONS ABOUT CURRENT EVENTS.

3. THE STUDENT WILL UNDERSTAND THE ISSUES INVOLVED IN CURRENT EVENTS.

OBJECTIVES:

1. THE STUDENT WILL LISTEN TO THE NEWS AND TELL ABOUT SOMETHING THAT WAS REPORTED.

2. THE STUDENT WILL BRING IN A NEWS ARTICLE AND TELL WHAT IT IS ABOUT.

3. THE STUDENT WILL NAME 1 WORLD, NATIONAL AND LOCAL NEWS EVENT THAT HAPPENED WITHIN THE PAST MONTH.

4. GIVEN A STORY ON A PARTICULAR ISSUE, THE STUDENT WILL CORRECTLY IDENTIFY THE ISSUE.

WHAT TO TEACH

1. NEWS STORIES:
   - LOCAL - CITY, COUNTY, STATE
   - NATIONAL
   - WORLD-WIDE
2. SOURCES OF NEWS:
   - NEWSPAPERS, MAGAZINES, TELEVISION, RADIO, WORD OF MOUTH
3. EVALUATION OF NEWS
   - A. DETECTING PROPOGANDA
   - B. IDENTIFYING FACT AND OPINION
   - C. IDENTIFYING VALUES
   - D. MAKING DECISIONS
   - E. MAKING CHOICES
   - F. EXPRESSING OPINIONS
   - G. IDENTIFYING NEWS VS. EDITORIALS

HOW TO TEACH

1. DISCUSS THE RELATIONSHIP BETWEEN FACTS, CONCEPTS, GENERALIZATIONS AND THEORIES IN CURRENT EVENTS. TRY TO IDENTIFY EACH:

   FACTS = SPECIFIC DATA ABOUT EVENTS, OBJECTS, PEOPLE, ETC.

   CONCEPTS = WORDS USED TO CLASSIFY OR CATEGORIZE A GROUP OF THINGS, IDEAS OR EVENTS; A LABEL FOR A GROUP.

   GENERALIZATIONS = STATEMENTS ABOUT THE RELATIONSHIPS OF TWO OR MORE CONCEPTS.

   THEORIES = ORGANIZED, LAWLIKE STATEMENTS THAT CAN BE SUPPORTED BY EVIDENCE.

2. ASK QUESTIONS OF THE STUDENTS THAT COVER A RANGE OF SKILLS.

A. MEMORY QUESTIONS

KEY WORDS: LIST, IDENTIFY, RECALL, DEFINE, DESCRIBE, NAME, SHOW, TELL

B. COMPREHENSION QUESTIONS

KEY WORDS: COMPARE, EXPLAIN, EXPLAIN THE MEANING OF, TELL IN YOUR OWN WORDS

C. QUESTIONS WHICH REQUIRE THE STUDENT TO APPLY KNOWLEDGE

KEY WORDS: PLAN, SOLVE, DEMONSTRATE, BUILD, DEVELOP

D. QUESTIONS WHICH REQUIRE THE STUDENT TO ANALYZE INFORMATION

KEY WORDS: CLASSIFY, COMPARE, CONTRAST, DESCRIMINATE, RECOGNIZE, CATAGORIZE

E. QUESTIONS WHICH ASK THE STUDENT TO EVALUATE INFORMATION

KEY WORDS: CHOOSE, DECIDE, EVALUATE, JUDGE, SELECT

3. PRACTICE THE DECISION-MAKING STEPS AND APPLY THEM TO CURRENT EVENTS.

STEPS:
1. DEFINE THE PROBLEM
2. ANALYZE THE PROBLEM
3. DETERMINE MAIN ISSUES AND STATE THE DESIRED GOAL
4. PROPOSE SOLUTIONS
5. DISCUSS ALTERNATIVES AND CONSEQUENCES OF THOSE SOLUTIONS
6. SELECT BEST SOLUTION

4. DISCUSS THE VALUES UNDERLYING CURRENT ISSUES AND HAVE STUDENTS ENGAGE IN VALUES CLARIFICATION EXERCISES TO DETERMINE THEIR OWN VALUES.

STEPS IN VALUES CLARIFICATION:

1. DEFINE AND RECOGNIZE VALUE PROBLEM
2. DESCRIBE THE BEHAVIOR THAT RELATED TO THE VALUES PRESENT
3. NAME THE VALUES
4. DETERMINE THE CONFLICT IN VALUES
5. DISCUSS POSSIBLE SOURCES OF THE VALUES
6. NAME POSSIBLE ALTERNATIVE VALUES
7. DISCUSS CONSEQUENCES OF THE VALUES INVOLVED
8. EXPRESS VALUE PREFERENCES
9. GIVE REASONS FOR YOUR CHOICE

5. COMPARE AND CONTRAST NEWS ARTICLES ON THE SAME SUBJECT OR STORY. HOW ARE THEY DIFFERENT? HOW ARE THEY THE SAME?

6. HAVE STUDENTS KEEP A NOTEBOOK OF NEWS CLIPPINGS. PUT THE CLIPPINGS IN CATAGORIES OF SOME KIND.

7. READ A NEWS ARTICLE OUTLOUD. REVIEW THE FACTS. WHAT HAPPENED? WHY? WHAT INFORMATION WASN'T IN THE ARTICLE? DOES THE HEADLINE TELL ABOUT THE ARTICLE? WRITE A NEW HEADLINE IF DESIRED.

8. HAVE STUDENTS CHOOSE A SUBJECT TO FOLLOW THROUGHOUT THE SEMESTER AND REPORT ON TO THE CLASS.

9. HOLD DEBATES ON CURRENT ISSUES. TRY TO DISCUSS KEY POINTS ON BOTH SIDES OF THE ISSUE.

WHAT TO USE

NEWSPAPERS: GLOBE-DEMOCRAT, POST-DISPATCH, COUNTY JOURNALS, SMALL TOWN NEWSPAPERS, NEWSWEEK, TIME, NEWS FOR YOU, WALLSTREET JOURNAL, OTHER SPECIAL INTEREST NEWSPAPERS

LISTEN TO TELEVISION AND RADIO NEWS

CLIPPINGS FROM JOURNALS AND OTHER SOURCES

HAVE STUDENTS COLLECT THEIR OWN MATERIALS

JANE COSBY
1982

HOW TO TALK TO PEOPLE
(CONVERSATION)

JANE COSBY
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COURSE DESCRIPTION:

LEARN WHAT TO TALK ABOUT, HOW TO START A CONVERSATION, WHO TO TALK TO AND WHEN.

GOALS:

1. THE STUDENT WILL BE MORE COMFORTABLE TALKING TO OTHER PEOPLE.
2. THE STUDENT WILL IMPROVE HIS/HER CONVERSATION SKILLS.
3. THE STUDENT WILL PARTICIPATE IN CONVERSATIONS MORE FREQUENTLY.

OBJECTIVES:

1. THE STUDENT WILL INITIATE A CONVERSATION WITH ANOTHER CLASSMATE.
2. THE STUDENT WILL ENGAGE IN A CONVERSATION FOR AT LEAST FIVE MINUTES.
3. THE STUDENT WILL NAME FIVE APPROPRIATE TOPICS FOR CONVERSATION.
4. THE STUDENT WILL EXPLAIN TWO GOOD ATTITUDES AND TWO BAD ATTITUDES IN TALKING TO OTHER PEOPLE.
5. THE STUDENT WILL NAME FIVE FAULTS IN CONVERSATION AND EXPLAIN WHY THEY ARE UNDESIREABLE.

A. TOPICS OF CONVERSATION

WHAT TO TEACH

1. FIND A SUITABLE TOPIC:
   PICK SOMETHING YOU ARE FAMILIAR WITH
   ORDINARY HAPPENINGS ARE SUITABLE
   DOESN'T HAVE TO BE IMPORTANT
   CAN TALK ABOUT HOBBIES, BOOKS, PLAYS, GAMES, MOVIES, STORIES, NEWSPAPER ARTICLES, SPORTS, VACATIONS, ETC.
2. WHAT NOT TO TALK ABOUT:
   YOUR PRIVATE LIFE, IF TALKING TO STRANGERS
   OTHER PEOPLE'S FAULTS
   DON'T ALWAYS TALK ABOUT THE SAME SUBJECT
3. HOW TO FIND TOPICS
   A. READ NEWSPAPERS
   B. READ MAGAZINES
   C. LISTEN TO RADIO PROGRAMS
   D. WATCH TELEVISION
   E. LISTEN TO STORIES FROM FRIENDS
   F. LISTEN TO SERMONS, SPEECHES, TALKS, ETC.
   G. READ UP ON TOPICS THAT INTEREST YOU
   H. LISTEN TO OTHER PEOPLES CONVERSATIONS

HOW TO TEACH

SET UP SITUATIONS FOR STUDENTS TO ROLE-PLAY STARTING A CONVERSATION, ENDING A CONVERSATION, DECIDING WHAT TO TALK ABOUT, ETC.

RULES FOR ROLE-PLAYING:

1. CHOOSE A COMMON SITUATION THAT EVERYONE CAN UNDERSTAND.
2. SET UP THE SCENE AND EXPLAIN WHAT ROLES EACH PERSON SHOULD PLAY.
3. TELL THE CLASS WHAT QUESTIONS YOU WILL BE ASKING THEM AFTER THE ACTIVITY IS OVER.
4. USE ONLY VOLUNTEERS AS PLAYERS.
5. THE TEACHER SHOULD DECIDE WHEN TO END THE DRAMA. IT SHOULD LAST LESS THAN 5 MINUTES.

6. EXPECT ANYTHING AND EVERYTHING.

HAVE STUDENTS KEEP A NOTEBOOK OF POSSIBLE TOPICS FOR CONVERSATION. HAVE STUDENTS LOOK IN BOOKS, MAGAZINES, NEWSPAPERS, ETC. FOR IDEAS.

KEEP A LIST OF TOPICS YOU HEARD SOMEONE ELSE TALK ABOUT. LISTEN TO OTHER CONVERSATIONS AND NOTE THE TOPICS.

COMPARE THE 2 ABOVE LISTS FOR TOPICS WHICH APPEAR ON BOTH LISTS.

DISCUSS APPROPRIATE AND INAPPROPRIATE TOPICS FOR CONVERSATION. MAKE LISTS ON THE BOARD OF BOTH.

GO THROUGH A NEWSPAPER OR MAGAZINE AND DISCUSS WHICH ARTICLES WOULD BE GOOD TOPICS FOR CONVERSATION.

THINK OF OPENING LINES FOR CONVERSATION. WRITE THEM ON THE BOARD AND LET STUDENTS PRACTICE THEM. TALK ABOUT HOW PEOPLE WILL ANSWER THOSE LINES.

DISCUSS "TABOO" SUBJECTS. WHY DON'T YOU TALK ABOUT THOSE THINGS?

B. KEEPING CONVERSATION GOING

WHAT TO TEACH

1. LISTENING
   - LISTEN TO WHAT IS BEING SAID
   - REACT TO WHAT IS BEING SAID
   - KEEP YOUR MIND ON WHAT IS BEING SAID NOW
   - DON'T INTERRUPT
2. MAKING CONTRIBUTIONS
   - STATEMENTS
   - EXPRESS YOUR OPINION
   - MILDLY DISAGREE
   - QUESTIONS
3. TRANSITIONS IN CONVERSATION
   - LET THE OLD TOPIC DIE
   - INTRODUCE A COMPLETELY NEW TOPIC
   - DON'T CHANGE THE TOPIC WITHOUT REALIZING IT
   - SAY IF YOU ARE CHANGING THE TOPIC
   - DON'T CHANGE THE TOPIC IF OTHERS ARE STILL INTERESTED IN IT
4. TROUBLE
   - SAY YOU ARE SORRY AND CHANGE THE TOPIC
   - DON'T MAKE A SCENE BY APOLOGIZING TOO MUCH
   - IF SOMEONE ELSE HAS BLUNDERED, TRY TO HELP
5. END OF CONVERSATION
   - KNOW WHEN CONVERSATION WOULD BE OUT OF PLACE
   - DON'T KEEP TALKING AFTER CONVERSATION HAS LAGGED

HOW TO TEACH

HAVE STUDENTS LISTEN TO CONVERSATIONS AND REPEAT WHAT WAS SAID. SEE IF THEY CAN ACCURATELY PARAPHRASE THE CONVERSATION.

DISCUSS THE DIFFERENCE BETWEEN MAKING A STATEMENT, EXPRESSING AN OPINION, DISAGREEMENT, ARGUMENT AND QUESTIONS. READ EXAMPLES OF EACH OF THE ABOVE AND HAVE STUDENTS TELL YOU WHICH ONE YOU READ.

WATCH A T.V. SHOW FOR 5 MINUTES OR LESS AND ANALYZE A CONVERSATION FROM IT. WHAT DID THEY TALK ABOUT? WAS IT A TRUE CONVERSATION?

DEFINE A CONVERSATION. WHAT IS THE DIFFERENCE BETWEEN CONVERSATION, ARGUMENT, MONOLOGUE, SPEECHES, SERMONS, ETC.?

DISCUSS BODY LANGUAGE AND OTHER CUES FOR KNOWING IF THE CONVERSATION IS NOT GOING WELL. HOW DO YOU KNOW IF SOMEONE IS TRYING TO END A CONVERSATION? (SEE NON-VERBAL COMMUNICATION OUTLINE)

C. FAULTS IN CONVERSATION

WHAT TO TEACH

1. PET WORDS
   USING WORDS OVER AND OVER WHICH MAY NOT BE SUITABLE
2. SUPERFLUOUS WORDS AND PHRASES
   EXAMPLES:
   NATURALLY, REALLY, ACTUALLY, YOU SEE, YOU KNOW, DO YOU KNOW WHAT I MEAN, ETC.
3. SLANG OR FAD WORDS
4. AFFECTATIONS
   USING WORDS OR PHRASES YOU DON'T UNDERSTAND
5. EXAGGERATING
6. FORGETTING NAMES
7. TELLING PERSONAL EXPERIENCES
8. ASKING PERSONAL QUESTIONS OF OTHER PEOPLE

HOW TO TEACH

STUDY AND DISCUSS PET WORDS AND SLANG EXPRESSIONS. MAKE LISTS OF ALTERNATIVE WORDS THAT MEAN THE SAME THING AS SLANG EXPRESSIONS.

HAVE STUDENTS KEEP A LIST OF WORDS THEY USE OVER AND OVER. DEVELOP LISTS OF ALTERNATIVES FOR STUDENTS TO USE.

HAVE STUDENTS MAKE TAPES OF CONVERSATIONS, TALKS, T.V. SHOWS OR RADIO TALK SHOWS AND ANALYZE CONVERSATION FAULTS ON THE TAPES.

HAVE STUDENTS GIVE PREPARED TALKS ON A SUBJECT OF INTEREST TO THEM, RECORD THE TALK, THEN LISTEN FOR SUPERFLUOUS AND REDUNDANT WORDS. HAVE THE STUDENT REPEAT THE TALK AND CALL ATTENTION TO THOSE PHRASES EVERY TIME THE STUDENT USES THEM. NOTE: THIS WILL BE EASIER FOR STUDENTS TO DO IF THE TEACHER GOES FIRST AND IF THE ATMOSPHERE IS KEPT RELAXED AND VERY INFORMAL. LET THE STUDENTS BRING PROPS: PICTURES, OBJECTS, ETC., TO TALK ABOUT.

MAKE A LIST OF CURRENT SLANG EXPRESSIONS AND WHAT THEY MEAN. DISCUSS FAD WORDS THAT ARE PECULIAR TO CERTAIN PROFESSIONS OR JOBS.

DISCUSS WHAT KINDS OF QUESTIONS ARE CONSIDERED TOO PERSONAL. HOW CAN YOU TELL IF SOMEONE IS UPSET WITH THE QUESTION YOU HAVE ASKED THEM? WHAT CAN YOU SAY IF SOMEONE ASKS YOU A PERSONAL QUESTION YOU DON'T WANT TO ANSWER?

DISCUSS TECHNIQUES FOR REMEMBERING NAMES.

D. ADJUSTING TO OTHER PEOPLE

WHAT TO TEACH

1. RECOGNIZE AND TALK ABOUT THE INTERESTS OF THE OTHER PERSON
2. FIND TOPICS THE OTHER PERSON IS INTERESTED IN
3. AVOID TOPICS WHICH WOULD EMBARRASS SOMEONE ELSE
4. KEEP THE CONVERSATION MOVING

SIRANGERS

1. FIND OUT ABOUT THEM FROM MUTUAL FRIENDS.
2. IF YOU ARE IN THEIR HOME, LOOK FOR CLUES ABOUT THEIR INTERESTS, HOBBIES, ETC.
3. WHEN YOU JOIN A GROUP OF STRANGERS, LISTEN FOR AWHILE BEFORE TALKING.
4. LISTEN FOR HINTS ABOUT THE PERSON WHEN YOU ARE INTRODUCED.
5. VOLUNTEER INFORMATION ABOUT YOURSELF.
6. ASK QUESTIONS, BUT DON'T GET IQQ PERSONAL.
7. WATCH THE PERSONS FACIAL EXPRESSIONS. WHEN DOES HE PERK UP? WHEN DOES HE LOOK DISINTERESTED?

TALKING TO OLDER PERSONS

1. ENCOURAGE THEM TO TALK ABOUT THEIR HOBBIES.
2. ENCOURAGE THEM TO REMINISCE.
3. LET THEM DO MOST OF THE TALKING. THEY DESERVE YOUR RESPECT.

TALKING TO CHILDREN

1. SHOW A POLITE INTEREST IN THEM, BUT DO NOT PUSH YOURSELF ON THEM.
2. DON'T TALK DOWN TO THEM.
3. TALK STRAIGHT AND SIMPLE.
4. TELL ABOUT YOUR OWN EXPERIENCES TO GET THEM TALKING.

WHAT TO DO IF YOU ARE TOO SHY TO TALK

1. SIT IN ON A CONVERSATION BUT JUST LISTEN.
2. LISTEN VERY CAREFULLY AND NOTE WHAT TOPICS WERE COVERED.
3. SEE HOW THE PEOPLE TALKING DO THINGS (HOW THEY START THE CONVERSATION, HOW THEY END THE CONVERSATION).
4. ASK QUESTIONS.
5. MAKE SHORT STATEMENTS.

HOW TO TEACH

PRACTICE INTRODUCING PEOPLE SO THAT YOU GIVE HINTS ABOUT WHAT THAT PERSON IS INTERESTED IN. LET STUDENTS HAVE LOTS OF PRACTICE INTRODUCING OTHER PEOPLE.

ROLE-PLAY TALKING TO DIFFERENT PEOPLE: A CHILD, AN OLDER PERSON, A STRANGER.

NON-VERBAL COMMUNICATION

1. RECOGNITION:

   HOW QUICKLY AFTER YOU WALK UP DOES THE OTHER PERSON RECOGNIZE YOUR PRESENCE? DOES HE NEVER SAY ANYTHING TO YOU OR LOOK AT YOU? IS HE IGNORING YOU?

2. PRIORITIES:

   HOW MUCH TIME DOES SOMEONE SPEND TALKING TO YOU? IS HE IN A HURRY ALL THE TIME?

3. EYE CONTACT:

   LOOKING AT A SPECIFIC OBJECT
   LOOKING DOWN
   LOOKING AT THE SPEAKER
   GLARING AT THE SPEAKER
   SHIFTING EYES FROM OBJECT TO OBJECT
   COVERING EYES WITH HANDS

EYES:

   SPARKLING
   TEARS
   WIDE-EYED
   POSITION OF EYELIDS

POSTURE:

   EAGER
   SLOUCHING
   ARMS CROSSED IN FRONT
   CROSSED LEGS
   SITS FACING OTHER PERSON
   SITS AWAY FROM OTHER PEROSN
   HEAD HANGING
   LOOKING AT THE FLOOR

FACIAL EXPRESSIONS:

- WRINKLED FOREHEAD
- FROWN
- WRINKLED NOSE
- BITING LIP

SIGNS OF NERVOUSNESS:

- DRUMMING FINGERS
- TAPPING FOOT
- FIDGETING, SQUIRMING, TREMBLING, NAIL-BITING
- PLAYING WITH CLOTHING OR HAIR
- CRACKING KNUCKLES
- RUBBING OR STROKING FACE

SIGNALS OR COMMANDS:

- SNAPPING FINGERS
- HOLDING FINGERS TO LIPS
- POINTING
- STARING
- SHRUGGING SHOULDERS
- WAVING
- NODDING IN RECOGNITION
- WINKING

TOUCHING:

- AFFECTIONATE, TENDER
- SEXUAL
- TO GET ATTENTION
- CHALLENGING, SUCH AS POKING FINGER IN CHEST

CONVERSATION TOPICS

1. Find a suitable topic (should be something you know a little bit about)
    a. ordinary happenings are suitable
    b. doesn't have to be important
    c. doesn't have to be unusual
    d. can talk about hobbies, books, plays, games, movies, stories, newspaper articles, sermons, etc.

2. What not to talk about
    a. your private life, if talking to strangers
    b. other people's faults
    c. plots of movies or books if it will spoil someone else's fun.
    d. don't always talk about the same subject.

3. How to find topics
    a. read newspapers
    b. read magazines
    c. listen to radio programs
    d. watch television
    e. listen to stories from friends
    f. listen to sermons
    g. read up on topics that interest you

4. What to do if you are too shy to talk
    a. sit in on a conversation but just listen
    b. listen very carefully and note what topics were covered
    c. see how the people talking do things (how they start the conversation, how they end the conversation)
    d. ask questions
    e. make short statements

Exercise: Jot down a list of possible topics from your past reading and listening. Make a seperate list of topics you have heard discussed in groups you were with during the week. Do any topics occur on both lists?

TEST

THE ART OF CONVERSATION

Weak Spots in Conversation

1. Do I find it difficult to pick a topic to talk about?
2. Do I ever cause embarrassment by talking on some tabooed subject?
3. Is adjusting to people my problem?
4. Do I get tongue-tied in the presence of certain people, or certain kinds of people? (members of opposite sex)
5. Do I fail to respect older people?
6. Is my general attitude at fault in dealing with people?
7. Can I adjust well to the attitudes of other people?
8. Do I have trouble starting a conversation?
9. Do I have trouble getting others to start a conversation?
10. Do I fail to keep a conversation going?
11. Am I clumsy in ending a conversation?
12. Do I have a mechanical fault that makes me ill at ease?
13. Do I forget names? use too much slang?

ADJUSTING TO THE OTHER FELLOW

1. recognize the interests of the other person.
2. find topics the other person is interested in.
3. avoid topics which would embarrass some one else.
4. try to keep conversation moving.

Talking To Strangers

1. Find out about them from mutual friends.
2. If you are in their homes, look for clues about their hobbies, interests, etc.
3. When you join a group of strangers, listen for a while before talking.
4. Listen for hints about the person when you are introduced.
5. Volunteer information about yourself.
6. Ask questions, but don't get <u>too</u> personal.
7. Watch the persons facial expressions. When does he perk up? When does he look disinterested?

Talking To Older Persons

1. Encourage them to talk about their hobbies.
2. Encourage them to reminisce.
3. Let them do most of the talking. They deserve your respect.

Talking To Children

1. Show a polite interest in them, but do not push yourself on them.
2. Don't talk down to them.
3. Talk straight and simple.
4. Tell about your own experiences to get them talking.

KEEPING CONVERSATION GOING

Listening- listen to what is being said
react to what is being said
keep your mind on what is being said now
don't interrupt

Your Contributions - forthright statements
expressions of opinions
mild disagreement
questions

Transitions - let too old topic die
introduce a completely new topic
don't change the topic without realizing it
say you are changing the topic
don't change the topic while others are still interested in it

Trouble - say you are sorry and change the topic
don't make a scene by apologizing too much
if the other person has blundered, try to help

End of conversation - know when conversation would be out of place
don't linger after conversation has lagged

FAULTS IN CONVERSATION

1. Pet Words - using words over and over which may not be suitable.

2. Superfluous Words and Phrases - words like; naturally, really, actually, you see, you know, do you know what I mean.

3. Fad Words - example: over-all picture, in terms of, basic.

4. Too much slang

5. Affectations - using words or phrases you don't understand.

6. Exaggerating

7. Telling personal experiences awkardly.

8. Forgetting names

ATTITUDES

Good	Bad
1. Be interested: in what's going on, in other people, in what people are doing, in <u>all</u> the people present.	1. Don't be dogmatic: avoid saying everybody and always.
2. Be friendly	2. Don't be condescending, don't act superior to others.
3. Be cheerful, good-humored. Smile, show your feelings by the way you say things.	3. Don't be argumentative, don't argue just for the sake of argument.
4. Be animated and yet relaxed.	4. Don't be lifeless: the other fellow expects to get a response from you.
5. Be flexible: topics change, moods change, you must change with them.	5. Don't be insincere: don't overpraise, don't gush and praise the right thing.
6. Be tactful: think <u>before</u> you speak.	6. Don't be egocentric: don't always talk about yourself and your interests.
7. Be courteous: have a general attitude of consideration for others.	7. Don't mumble: speak up and speak clearly.

Looking Your Best

Course Description - Students will learn principles of good grooming and techniques for improving their appearance.

Goals - 1. The student will learn to keep himself clean and attractive.

2. The student will develop responsibility for the care of his own health and grooming.

3. The student will develop habits of personal cleanliness and good care of his body.

Topics: A. Clothing and Dressing

B. Health and Nutrition

C. Self - Care

JANE COSBY
1982

A. Clothing and Dressing

1. dressing for different weather conditions and different occasions
2. coordinating colors and patterns
3. shopping for maintaining a wardrobe

ACTIVITIES

* Discuss when certain clothing is worn. Words to know:

casual	cold	windy	work
formal	hot	rainy	uniform

* Have students cut out pictures from magazines of appropriate clothing for different seasons.

* Discuss different activities and what to wear to do them. Example: play baseball, walk in the snow.

* Experiment with colors and discuss what colors look nice together. Use paints or food coloring to mix colors.

* Discuss neutral and complementary colors. Have students make cards showing those colors that go together.

* Bring in samples of plaid, stripes, checks, prints and solids. Sort them and match the ones that go together.

* Make collages of seasonal activities and appropriate dress.

* Discuss what you should look for when shopping to buy clothes.

* Bring different sizes of clothing to class and let students try them on. Discuss what fits well and what doesn't fit.

* Check labels in different garments. Discuss what information is on the label.

(Activities for Clothing and Dressing - cont.)

* Make a list of things to chec. before buying a garment.
  Example: rips, spots, broken zipper, missing buttons, open seams.

* Discuss ways to decide if you can afford something: when is summer merchandise on sale? do you really need it? do you need it now? is it on sale somewhere else?

* Use a newspaper or catalogue to solve problems.
  Example: 1. If you have $25.00 and need to buy underwear and a pair of jeans, how much will you have left over?
  2. You have $20.00 for a jacket you need. You find one for $30.00, what should you do?

* Have a fashion show and invite friends in. Students must wear something that fits, is color-coordinated, in good condition and clean.

*Have class participate in sewing buttons, sewing seams, patching holes, mending tears, pressing clothes and polishing shoes. Everyone could bring an item to class that needs some work.

* Discuss how sizes are measured for different articles of clothing. Have every student find out what size to wear in various articles of clothing.

* Visit clothing stores. Discuss differences in prices, merchandising, etc.

* Demonstrate hand washing garments and discuss what should be hand washed and what can be machine washed.

(Activities for Clothing and Dressing - cont.)

* Role-play being sloppily dressed. Have students go out into the hall and unbutton some buttons or untie their shoes. Then see if the group can figure out what is wrong with that person.

B. Health and Nutrition

1. eating right
2. habits that are unhealthy; smoking, drinking, taking drugs, etc.
3. developing clean and healthy habits; proper rest, exercise, etc.

ACTIVITIES

* Students match cut-out foods into one of the four food groups.

* Discuss principles of living to help control weight:
    1. eat a balanced diet
    2. eat a variety of foods
    3. exercise regularly
    4. don't substitute eating for activity or friends

* Discuss proper way to brush teeth and use dental floss.

* Plan balanced meals for a week.

* Keep a diary of what you eat for a week and then decide if it is a balanced diet.

* Demonstrate good and bad posture. Discuss how person with poor posture looks to other people. Have class participate in correct ways of sitting, standing and walking.

* Make a checklist of things to watch in your personal appearance.

* Discuss the importance of getting enough rest. Discuss the importance of exercise and fresh air.

(Health and Nutrition cont.)

* Discuss the following questions in relation to obesity:
  - What are the causes of obesity?
  - What is obesity? overweight?
  - Why are medical authorities concerned about obese children?
  - Does heredity play a role in obesity?
  - What are the health consequences of being obese? of being overweight?
  - What are the social consequences of being obese? of being overweight?
  - Are overweight people carefree?
  - What is the role of activity in obesity?
  - Why is food selection so important in weight control?
  - What are some fad diets? Why do doctors dislike these diets?
  - How does one go about gaining or losing weight in a healthful manner?
  - Why should we count calories?
  - What kinds of food should people trying to lose weight not eat?

* Have students collect stories or articles about people and their fitness practices.

* Discuss favorite sports, and skills required for that sport, and the amount of exercise it yields.

* Have students keep a list of their physical activities for two or three days. Discuss the lists in class.

* Discuss the psychological aspects of cosmetics:
  - Why do some women not feel dressed until they have their make-up on?
  - Does this indicate a desire to be more attractive?
  - When did the girls in class begin to wear make-up?
  - Why did they do so?
  - Have the fashions in cosmetics changed?
  - Is the "face", considered attractive twenty years ago, still considered attractive now?
  - Who decides what is attractive?

(Health and Nutrition cont.)

* Possible speakers for class:
  - dermatologist
  - dental hygienist
  - dentist
  - orthodontist
  - cosmetologist
  - person who performs electrolysis

C. Self-Care

1. wash and bathe regularly
2. shaving procedures
3. keeping fingernails clean
4. hair care
5. menstrual care

ACTIVITIES

* Demonstrate the proper way to wash hands and face using soap, brush, and hand cream.

* Discuss when to wash and why.

* Discuss bathing procedures emphasizing the importance of a daily shower. Discuss the use of a bath as a more thorough cleanser and relaxing agent.

* Display various kinds of deoderants and discuss the importance of their use.

*Demonstrate shaving procedures. Use creams, shaving soap, and hand soap. Have a variety of razors available for students to try out.

* Discuss care of face; washing, using skin lotion, etc. Discuss causes of acne and ways to treat it.

* Demonstrate scrubbing nails with a brush. Demonstrate and have students give each other manicures. Show them how to use an emery board, nail file, manicure scissors, orange stick and nail polish. (girls)

* Have a professional manicurist visit the class and demonstrate techniques.

(Activities for Self-Care cont.)

* Demonstrate proper procedure for washing hair. Discuss different shampoos and cream rinses and reasons for using particular ones.

* Ask a professional hair stylist to demonstrate hair-cutting and discuss ways to wear your hair to suit your face.

* Demonstrate different ways to set and arrange hair.

* Have students bring in advertisements concerning the care of skin, hair, and nails. Display these ads and discuss the factors involved in being a smart consumer.

HOW TO CARE FOR YOUR TEETH

1. Visit the dentist twice a year.
2. Have your teeth cleaned once a year.
3. Brush your teeth and use dental floss after every meal to stop the production of decay-causing acid.
4. If brushing is not possible, rinse your mouth with water.
5. Eat the proper foods.
6. Eating hard foods (celery, apples, carrots) helps clean teeth.
7. Avoid sweets as much as possible.

WATCHING YOUR WEIGHT

Course Description: Learn exercises to control weight; discuss low calorie meals and snacks; and discuss weight control techniques.

General Goals:

1. The student will learn exercises and develop a habit of exercising regularly.
2. The student will learn what foods are low in calories and how to evaluate his/her diet.
3. The student will develop habits which encourage weight loss.

Topics:

A. Exercise
B. Low Calorie Foods
C. Weight Control

Objectives:

1. The student will demonstrate 5 exercises.
2. The student will name 3 low calorie snacks.
3. The student will keep a record of what he eats for 1 week.
4. The student will plan a low calorie meal.
5. Given different kinds of food, the student will tell which is low in calories and which is high in calories.

A. EXERCISE:

1. Specific Exercises - isometrics, aerobic, dancing, calisthenics
2. Sports and Physical Activities - jogging, walking, bicycling, skating, basketball, baseball, soccer, hockey, tennis, racquetball.

B. LOW CALORIE FOODS:

1. Identification of low calorie foods
2. Planning and preparing low calorie meals and snacks.

C. WEIGHT CONTROL

1. Diet plans
2. Keeping a diary of food eaten
3. Weight control clubs.

HOW TO TEACH

Demonstrate specific exercises that students can use at home.

Discuss the value of exercise and what activities provide exercise.

Make a chart of daily activities that can provide additional exercise. Example: walking up stairs instead of taking an elevator, walking to the store instead of driving, etc.

Keep a record of activities or exercises the students do for a week.

Plan a menu for a week of low calorie meals.

Have each student compile a list of his favorite low calorie foods.

Make a forbidden foods poster. Use pictures from magazines.

Have students keep a diary of the food they eat. Discuss which items should not have been eaten.

Practice measuring diet size portions.

Discuss different diet plans: Weight Watchers, Scarsdale Diet, high protein diets, etc.

Have speakers come to class and discuss various diet clubs: Weight Watchers, Take Off Pounds Sensibly (TOPS), Overeaters Anonymous, etc.

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1982

TAKING CARE OF YOUR CLOTHES

Course Description: learn simple mending and sewing, washing ironing and picking out clothes. Students must be able to learn to use a needle and thread.

Goals:

1. The student will become confident in dressing, and will improve his/her personal appearance.

2. The student will learn to care for his/her own clothes.

Topics:

A. Clothing and Dressing
B. Clothing Car

Objectives:

1. The student will independently choose an appropriate outfit.

2. The student will independently hand wash a garment.

3. The student will demonstrate the correct way to operate a washer and dryer.

4. The student will sew on a button, sew a hem and repair a rip independently.

B. Clothing Care:

1. Identifying fabrics
2. Reading care labels
3. Washing
4. Ironing
5. Simple repairs: buttons, hems, seams, ripts, patches

Activities:

Give students practice identifying various fabrics and discuss how those items should be washed.

Study vocabulary words from garment labels. Discuss what they mean.

Go to a laundromat and practice washing and drying clothes.

Hand wash item that should be washed by hand.

practice ironing different garments.

Have students bring in clothes that need to be repaired.

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1982

Objectives for Care And Selection of Wardrobe

1. The student can describe appropriate clothing for different weather conditions: cold, hot, rainy, snowy.

2. The student can describe appropriate clothing for five different social occasions: school, party, work, dance, shopping.

3. The student will coordinate 5 outfits, matching colors and patterns.

4. The student can name five things to consider when shopping for clothes. Example: fit, price, coordination with clothes he already owns, garment care and how the garment is made.

5. The student will name the size he wears in: shoes, socks, shirts, pants and coats.

6. The student will demonstrate: sewing on a button, repairing a ripped seam, ironing a garment, hand washing a garment, operating a washing machine and dryer.

7. The student will demonstrate: brushing teeth, brushing hair, washing face, neck and ears, manicuring nails and shaving.

8. The student will name five elements of personal appearance that should be tended daily. Example: putting on deoderant, washing face and hands, bathing, wearing clean clothes, brushing hair.

9. The student will plan a balanced menu for one week.

10. The student can identify 2 damaging effects of those substances harmful to his body (drugs, alcohol, tobacco, food).